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ABSTRACT

A study of the affective "filter" inhibiting student learning of a second language focuses on the critical features of the filter, especially student self-concept and the general roles of personality traits and learning attitudes. Relevant research on motivation, personality traits, attitudes, and self-concept as they relate to learning is reviewed and three learning models are discussed: the motivational model, the "filter" model, and the self-concept model. Specific aspects of motivation, personality traits, attitudes, and self-concept that may relate to language learning are outlined and applied to existing research findings. In conclusion, a working hypothesis concerning the affective filter in language learning, to be validated in a later study, is proposed. A seven-page reference list is provided and figures for the three learning models are appended. (MSE)

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No 13

AFFECTIVE FACTORS IN FOREIGN LANGUAGE LEARNING AND TEACHING: A STUDY OF THE 'FILTER'

Report 1: Theoretical concepts and framework, operationalization of the concepts, and the first pilot stage of research

by

Eero J. Laine

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Abstract. The concept of filter in formal FL learning is defined in terms of factors operative in the school FL learning context. These are the learner's motivational indices and orientation, certain generalized attitudes which tend to act as screening factors, and attitudes towards TL and the learning situation related objects. The school setting itself is considered a screen causing indifference. The learner's self concept is regarded as the core of the filter, and analyzed in some detail. Principles of operationalization of the filter are discussed, with illustrative examples. Some recent research is scanned in a search for evidence to support hypothesis formation. Hypotheses are presented as the author's present views of the filter, to be tested in a validation study.

Descriptors: Filter, self concept, motivation, attitudes, formal FL learning.

FOREWORD

In the past decade or so, growing interest has been attached to affective factors in FL learning. More specifically, negative factors that tend to block the learner's mind from incoming FL material have been the focus of interest. Breaking the emotional ice is considered essential in several recent teaching methods, or 'approaches', and not without good reason.

Helping the FL student to 'lower his filter', then, is the modern demand in (school) FL teaching. What the 'filter' actually is, however, has remained rather obscure. To be able to handle the thing and the problem, the researcher and the practising teacher alike need an analytic and concrete picture of this mythical construct.

Having to do with this problem over several years, the present author has collected, in a small way, data concerning 'filter' factors in the Finnish school setting from various schools and at different grade levels in various parts of the country. This was done in connection with FL teacher training, with the trainees doing guided studies of various 'filter' related problems. At length, a glean-up study of those papers, together with some other recent research, was in order, to check and look into some emerging ideas, and as a pilot stage for more demanding research.

This stage of the research project was supported by a research grant from Jyväskylä University, which made hiring a temporary research assistant possible. The Department for Teacher Training at Jyväskylä University has supported my work fully, and put its facilities at my disposal.

My thanks are due to Ms Heli Aitola, MA, who worked very ably and efficiently collecting and arranging data from literature and and the numerous papers for this report. Her own expertise in the field made co-operation very easy, and relieved the strain of report writing. I also wish to thank Ms Marja-Kaisa Pihko, MA, who has readily assisted this stage of research in many and various ways, including some keen comments concerning the manuscript, and is presently preparing some materials for the next stage. Mr Geoffrey Jackson, MA, has checked my language, and come up with numerous corrections and helpful suggestions, adding to the readability of this report. I am very grateful for his valuable assistance. All the trainee teachers whose names appear in the list of References also deserve my gratitude for their contributions. It is to be hoped that participation in meaningful study in their own field of work has been an encouraging experience for them, too.

Finally, I am delighted at having permission to publish this report in the series of Jyväskylä Cross-Language Studies, Department of English, University of Jyväskylä.

Jyvaskyla E. J. L.

September, 1980

TABLE OF CONTENTS

1. INTRODUCTION 1

2. THEORETICAL FRAMEWORK 3

2.1. Review of some relevant research 3

2.2. Concept analysis 7
2.2.1. Motivation 7
2.2.2. Personality traits 8
2.2.3. Attitudes 10
2.2.3.1. General school learning attitudes 10
2.2.3.2. Attitudes toward the TL group (TG) 11
2.2.3.3. Attitudes toward TL culture (TC) 11
2.2.3.4. Attitudes toward the target language (TL) 12
2.2.3.5. Attitudes toward the TL course 12
2.2.3.6. Attitudes toward teaching methods 12
2.2.3.7. Attitudes toward the TL teacher 13
2.2.4. The self concept 13
2.2.4.1. General, developmental, and functional aspects 13
2.2.4.2. Components of the self concept 16

2.3. The framework presented as models 23
2.3.1. The motivational framework 23
2.3.2. The 'filter' framework 24
2.3.2. The self concept model 24

3. OPERATIONALIZATION OF THE DISTINCTIVE FEATURES 26

3.1. Motivational variables 26
3.1.1. Direction of motivation 26
3.1.2. Strength (intensity) of motivation 28
3.1.3. Instrumental orientation 28
3.1.4. Integrative orientation 29
3.1.5. Cognitive orientation 30

3.2. Personality traits 31

3.2.1. Ethnocentrism 31
3.2.2. Authoritarianism 32
3.2.3. Trait anxiety 32
3.2.4. Alienation 33

3.3. Attitudes 33
3.3.1. General school learning attitudes 34
3.3.2. Attitudes toward the TL group (TG) 34
3.3.2.1. Attitudes toward TG 1/Englishmen 35
3.3.2.2. Attitudes toward TG 2/Americans 35
3.3.3. Attitudes toward TL culture (TC) 35
3.3.4. Attitudes toward the target language (TL) 36
3.3.5. Attitudes toward the TL course 37
3.3.6. Attitudes toward teaching methods 37
3.3.7. Attitudes toward the FL teacher 38

3.4. The self concept 38
3.4.1. The general self concept 39
3.4.2. The general academic self concept 40
3.4.3. The general FL self concept 40
3.4.4. The specific TL self concept 40
3.4.5. The TL task self concept 40
3.4.6. Inhibitions 41
3.4.6.1. Inhibitions at the general global level 42
2.4.6.2. Inhibitions at the general academic level 42
3.4.6.3. Inhibitions at the general FL level 42
3.4.6.4. Inhibitions at the TL specific level 42
3.4.6.5. Inhibitions at the TL task level 43

4. EMPIRICAL SCRUTINY 45

4.1. Analysis of some recent data 45
4.2. Summary of the results 63

5. HYPOTHESIS FORMATION 67

6. REFERENCES 71

7. APPENDICES 78

1. INTRODUCTION

The main idea behind this study is to identify a representative number of the critical, or distinctive features of the so-called 'affective filter', and to operationalize them, in order finally to verify them empirically in a validation study. To this end, the concepts will be analyzed theoretically; some models are presented as framework for later research. A survey of a number of small pilot studies is then executed, in a hunt for evidence to support a working hypothesis concerning 'filter' factors. After that, a validation study of the 'filter' will be carried out, based on the theoretical analyses and framework plus information gathered at the pilot stage reported here. Empirically, the aim will be to verify a representative number of 'filter' features which can be measured adequately, and which can be taken into account in education. The general aim, then, is to improve our theoretical knowledge of affective factors on one hand, and, on the other, to promote FL pedagogy directly.

The general theoretical framework in a broad sense is based on previous research on FL learning motivation as developed by the present author using the Gardner & Lambert positions (1972) as the 'mother' theory (Laine 1977, 1978, 1986a). A very central theoretical starting point is found also in Brown's (1981) analysis of affective factors in FL learning. Especially the construct of 'self concept' will be clarified theoretically and deepened with the aid of, and in keeping with, general theories. Thus the concept of 'self-ratings', familiar from the previous 25 years of research, is enlarged here into that of 'self concept'. Its position in the model of the inner structure of FL learning motivation (see Laine 1978, 88) is proposed as being the same as that of the kernel idea, namely, self-ratings of one's FL skills. A model focusing on affective

'filter' factors (see Laine 1986b), formed analogous to the general motivational model, will be used as the framework in a narrower sense.

In the course of several years (at Pilot Stage I), a number of small-scale studies dealing with affective factors have been carried out in the author's study groups (see the list of tutored seminar papers in the References). Working within the framework of motivation, the groups became more and more interested in affective and 'filter' factors; finally a group of five trainee teachers at the University of Joensuu (Makkonen et al. 1985) made an essay at the 'filter' proper. The enterprise was guided, stage by stage, by means of written directives from the present author, and yielded some interesting results. Many of these, however, merely confirmed results obtained in previous research (Laine 1978), and the group ran out of time and other resources at the most interesting part, the 'filter'. Another group, at the University of Jyväskylä, did some interesting work concerning the 'filter' and its measurement, but did not have the resources to bring the enterprise to a neat finish. At this stage, the 'self concept' fell under scrutiny. As a result of these activities, there is a considerable storage of information concerning 'filter' factors, to be gleaned from papers produced over the years. Quite luckily, there is a recent undergraduate thesis (Aitola 1986) handling the same questions, which may also serve as a source of information and insights, as well as a check in the formation of a working hypothesis for a validation study.

The study will proceed as follows: (1) Review of some relevant research, (2) analysis and (3) operationalization of the concepts, (4) a systematic glean-up and analysis of recent data in the present framework, (5) formation of a working hypothesis for the validation study.

2. THEORETICAL FRAMEWORK

The 'socio-affective filter', 'affective filter', or simply, 'filter' is a common term in recent literature used to denote "that part of the internal processing system that subconsciously screens incoming language" (Dulay, Burt & Krashen 1982, 46). Reference has been made to various affective variables which "act to block input from the LAD (Language Acquisition Device)" (Krashen 1981, 101). Theoretically, the construct seems poorly analyzed and in need of a synthesis (Laine 1986b); in the absence of a coherent operationalization, the whole thing has remained something of a myth. A thorough analysis of the relevant variables is in order, to be followed by a consistent realization of the abstract issues. The general idea here, then, is to make the allegedly unconscious phenomenon as concrete as possible. The question put forward is what factors, representing the various affective aspects of formal FL learning, operative in a holistic school-type learning situation, actually screen incoming language so that only part of the 'input' reaches the 'information processor' of the learner.

In this study, 'filter factors' are discussed within the wider framework of affective factors at large. This framework has been built by the author in a series of papers. Concerning motivation, the starting point is the Gardner & Lambert paradigm, with considerable modifications (Laine 1978, 1986a). In this context, only some select theoretical remarks concerning motivation will be made, to outline the general background. Relevant personality traits are similarly treated here as part of the general background. In this model, they may be considered as general-level 'screening' variables, and are discussed briefly. Student attitudes towards objects 'out there' (TL and instruction related attitudes) are listed and defined, but without a thorough analysis: reference

is largely made to earlier work (Laine 1974, 1976, 1986b, 1986c). The focus of theoretical analysis here is on student attitudes toward the self, i.e., the self concept (cf. Laine 1986c), as this concept appears very central, but has not been analyzed at any length in the FL learning context.

2.1. Review of some relevant research

Research into the influence of affective factors in FL learning/acquisition is quite new. (Note that 'learning' is used in this study for both concepts.) One early example is Nida (1957, 1958), who on the basis of some case studies discovered that psychological hindrances may prove unsurmountable obstacles in FL learning. Before that, Dunkel (1947) and Pritchard (1952) had directed attention to personality factors in language learning. Gardner and Lambert noted the affective element in their work on motivation from the outset (1959 - 1972). They, again, had had their predecessor in Jones's (1949, 1950) research into second language related attitudes. Attention to affective factors was paid in reviews by Pimsleur et al. (1962), Titone (1973), Segalowitz (1974), and especially Schumann (1974, 1978) and Brown (1981). The notion of 'filter', used to mean a 'subconscious screening system', became current due to Dulay and Burt (1977) and then because of Krashen (since 1977), who proposes a 'filter theory' (on this see *e.g.* Laine 1986b). Some of the deepest insights into a FL learner's feelings of apprehension, however, are to be found in Stengel as early as 1939. Today his observations are receiving due attention (see Schumann, Brown; Laine 1986b). Later, similar observations concerning FL learners' 'shocks' on encountering a foreign language and foreign culture were made by Larsen and Smalley (1972). Guiora (1972) drew attention to the FL learner's 'language ego' and the new identity the learner was supposed to assume.

Thus there are various approaches to the affective element in FL learning: studies of personality, attitudes, inhibi-

tions, motivation, and possibly others. The area subsumed under affective factors varies: in one source we may find 'motivational orientations' and 'social group identification' as 'motivational' elements, plus 'relaxation' and 'anxiety' as 'emotional states' (Dulay et al. 1982); in another source, the coverage includes 'attitudes, motivation, empathy, and cultural alienation' (Schumann 1974). Brown's (1981) list includes 'egocentric factors, transactional factors, motivation, attitudes, and sociocultural variation'. Under 'egocentric factors' he introduces 'self-esteem' and 'inhibitions'; the latter is closely connected with the former (on this see Laine 1986b). The principles of classification do not generally seem clear: what is offered is a list of factors that have been found, or are believed, to be of significance.

The starting point chosen in this study is the learner as a 'whole person' in a certain learning situation (school FL learning). Here, affective elements in the learner's long-term and short-term motivation are equally important (Laine 1978); incentives from the instructional setting affect his attitudes and motivation; the quality of his experiences are largely determined by some of his personality traits, and by his self concept (which, again, have been moulded by his previous experiences in learning and in contacts with other people). Thus, from the various lists and categories drawn from recent research literature, the following groups of affective factors will be taken into consideration here as elements of the so-called 'filter': (1) motivation (affective elements), (2) certain personality traits that can be construed as generalized attitudes, (3) TL related attitudes, (4) situation related attitudes, and (5) attitudes toward self, i.e., the FL learners' self concepts; inhibitions are included within this category. Notes concerning research into these areas, and the present author's position, are made in due contexts below; next, a brief overview is given.

Concerning motivational factors, findings made within the

context of the Gardner & Lambert theory (1972) are still to be considered very valuable, especially those dealing with the learner's emotionally based feelings for the target group. The theory does not, however, seem adequate, especially in the school FL learning milieu. Some later extensions of it (e.g., Clemént et al. 1976) are even narrower, and also obscure from the viewpoint of general theory of motivation (for some more detailed criticism see Laine 1986a). General theory, 'positive instrumentalism' (see Apelt 1981), and the TL per se as the object of interest (Laine 1978; see also Bogaards 1984) seem necessary theoretical considerations concerning FL learning theory generally, but also as regards the affective elements.

Personality traits relevant here (traits of the 'ethnocentric syndrome', trait anxiety) are regarded as generalized attitudes (cf. Gardner et al. 1974). This is done in keeping with notions within general theory: as regards ethnocentrism, see Lambert et al. (1967); authoritarianism, Adorno et al. (1950); trait anxiety, e.g. Spielberger (1972); anomie, Durkheim (1897!).

Within target language related attitudes, attitudes toward the target group, naturally, play an important part in the research findings of Gardner et al. The novel aspect here might be that, in the case of a world language, the 'TG' concept takes on a world-wide meaning for school FL learners; in the case of learners who study several FLs, again, the problem is variably language specific (Laine 1986b). Regarding target culture, the study by Larsen et al. (1972) is considered central; Schumann's (1978) analyses of social factors also are significant. In the case of attitudes toward the language itself, distinctions made by Laine (1978, 1986a etc.), and similarly, e.g. by Bogaards (1984) are among the premises of this study.

Situation related attitudes are brought into focus in the study of (affective-based) motivation by Laine (1978); they are taken for granted in some quarters (see Apelt

1981), and seem to be growing in admitted importance in others (see Gardner 1983).

In the domain of ego-related attitudes, the work of Stengel, Nida, and Brown have understandably a significant place. In addition, it is here especially that general self-concept theories (Coleman 1960, Coopersmith 1967, Jersild 1969, Erikson 1959, Rosenberg 1979; well introduced in Burns 1982) are of prime importance. From these arises the idea of a personal self system as the core of personality which can seriously affect a person's endeavours to learn a foreign language. In the specific case of 'language ego', the idea introduced by Guiora (1972) is applied in a modified form.

2.2. Concept analysis

As was stated above, the groups of factors to be considered here are relevant motivational, personality, and attitudinal factors, with the focus on the self concept (SC). Below, an analysis of concepts is made, weighted according to this scheme. Points of relevance are emphasized, to help form an integrated framework.

2.2.1. Motivation

Motivation is here regarded as a tendency to act, to approach a goal, or to refrain from action, to turn away from the goal (consider, e.g., Atkinson 1964). The 'toward vs. away' dimension (approach toward success, avoidance of failure) then, is considered primary. In any learning situation, the motivated action that follows is the net result of various forces, positive and negative, including the learner's diverse learning motives and his notions of the attractiveness and attainability of the goal. The parameters that define motivation in any one specific case are its direction, strength/intensity, and duration. The first two of these are measured directly, while 'duration' is reflected in

the measures of 'strength' and, possibly, 'orientation'.(Laine 1978).

In research dealing with FL learning motivation, the general orientation of the learner is an essential qualifier. It has been argued that, as an extension to the instrumental-integrative distinction (often discussed in a bi-polar, black-and-white dichotomic fashion, or even reduced to integrativeness alone, cf. 2.1. above), the FL learner's orientation should be defined in terms of instrumentality, integrativity, and intellectual curiosity (Laine 1978, 1986a).

As regards general background, then, FL learning motivation can be defined by means of three parameters: (1) direction, (2) strength/intensity, and (3) orientation (instrumental/integrative/intellectual curiosity, or, cognitive). Affective items in the measures of these parameters can be focussed upon in the case of specific problems relating to the issue of 'filter'.

2.2.2. Personality traits

The personality traits to be considered here are, in the first place, ethnocentrism, authoritarianism, anomie/alienation, and trait anxiety. The first three are the main elements of the so-called 'ethnocentric syndrome', well-known from previous research (Gardner & Lambert 1972 ... Laine 1978, etc.; the fourth trait, machiavellianism, has been dropped here as a weak predictor of school FL learning results; Laine 1978). They can be conceived of as generalized attitudes which make the learner unwilling to take in information concerning outgroups (see Gardner et al. 1974, Laine 1978, 1986c). In FL learning, they can be regarded as general-level screening variables, working to throttle intake at the very outset.

Ethnocentrism, which means a person's clear and systematic

preference towards his membership group, and his prejudiced and suspicious attitudes toward outgroups, is a classic example of psychological hindrance in the way of information concerning outgroups. It appears with great consistence in different countries (Lambert et al. 1967). The negative influence of this trait on FL learning results also appears clearly and consistently (see e.g. Gardner et al. 1974, Laine 1978).

A learner's authoritarian way of thinking - reticence, suspicion of outsiders, respect of authority and order - is systematically associated with ethnocentrism in the FL related 'ethnocentric syndrome' (see e.g. Gardner et al. 1974, Laine 1978). Thus it is included in the number of well-known general-level hindering traits.

Anomie refers to feelings of alienation from one's own membership group. It has been supposed that "anomic individuals...will be successful in learning a second language" (see Schumann 1974, 15). In the Finnish school setting, at any rate, the influence is systematically negative, if weak (Laine 1978). Stevick's (1976) analyses shed new light upon the picture, taking into consideration feelings of alienation regarding persons and objects close to the learner, even his own self. This emphasizes the potential significance of this trait in the school FL learning context.

Anxiety as a generalized personality trait can be defined as a relatively stable proneness to anxiety, a disposition to perceive a wide range of stimulus situations as dangerous and threatening (Spielberger 1972, 39). It develops in social relationships, and is essentially linked with other persons' assessments (real or imaginary) of the person in question. It has strong connections with low self-esteem and discrepancies between self-esteem and the 'other', or 'social' self (Burns 1982, 185-187). Epstein (1976, 221) gives three 'basic sources of anxiety', which are (1) threats to the basic feeling of safety, (2) threats to the assimilative capacity of the individual's conceptual system,

and (3) threats to self-esteem. These 'threats' obviously function at a general level to throttle information, like factors of the 'ethnocentric syndrome'.

Persons with high trait anxiety tend to respond to 'threatening' stimuli with reactions characteristic of state anxiety (Spielberger 1972, 39). The two forms of anxiety are often connected, so that people with high trait anxiety experience a greater number of situations as dangerous or threatening than those with low trait anxiety (op.cit.,39). While 'trait anxiety' is comparatively stable, 'state anxiety' is a more transitory emotional condition consisting of "unpleasant, consciously-perceived feelings of tension and apprehension" (op.cit., 29). (It can also be argued that these feelings need not be 'consciously-perceived', but may remain below the level of awareness; consider e.g. Stengel 1939).

The personality traits discussed here have a strong link with a person's feelings of safety (see discussion of 'emotional motives' in Laine 1978). For example, an association between high anxiety and relatively low performance at both the school and university levels seems a systematic phenomenon. On the other hand, the link between anxiety and the self concept is significant. Coopersmith (1971), for example, states that a high anxiety level affects most persons who are low in self-esteem (these links will be noted in the self concept 'model', see 2.3.).

2.2.3. Attitudes

In this context, attitudes toward TL related and situation related objects are discussed briefly. To make it possible to put FL learning attitudes into perspective, general school learning attitudes are also taken into account.

2.2.3.1. General school learning attitudes. FL learners' general school learning attitudes are of theoretical significance in the sense that, very like the personality traits

discussed above, they may function as a total curb on school and FL learning motivation. It is a well-known fact that students' interest in school tends to flag with every successive year (see e.g. Ausubel et al. 1969). Cases where motivation concerning one subject (TL) breaks the general 'depression' pattern are possible, but undoubtedly not very numerous. Again, if the reason for 'filtering' is found at a general level, elaboration along specific lines seems futile, and possible conclusions likely to be in error; the only thing to be reported would be HOW this general lack of interest or negative attitude is reflected in the special fields (see also Laine 1986b).

2.2.3.2. Attitudes toward the TL group (TG). Attitudes toward the target group have played a very central role in FL learning motivation theory from the outset (Gardner & Lambert 1972, Gardner et al. 1974, etc.); the idea of identification itself is what we are concerned with here. Therefore, the relatively low correlations of these variables with TL learning results may seem to support the theory only moderately. This might also be the case in reality; still, this finding is in line with the theoretical assumption that attitudes make a person prepared to take action towards the attitude object (or, away from it), while motives give the energy (Karvonen 1967, Perkins 1969, Madsen 1968; see Laine 1978, 21-22). Besides, the psycho-motoric component of attitudes has not been observed in any distinct way in previous FL learning motivation research. Thus it is to be assumed, theoretically, that attitudes toward TG augment motivation (Ausubel et al. 1969); positive notions of TG are, especially in the light of previous theory, among the strongest supporters of motivation in this section of 'attitudes' (2.2.3.).

2.2.3.3. Attitudes toward TL culture (TC). The comments made concerning attitudes toward TG largely apply to this set of attitudes. Sociolinguistic considerations (see e.g. Schumann 1978) are increasingly drawing attention to this aspect. Good TL learning also depends on these attitudes

in a purely linguistic way, since many connotations, even denotations of TL words and expressions are deeply rooted in TL culture (Rivers 1968). The TC mode of life, cultural achievements, even pop culture can be attitude objects of significance here.

2.2.3.4. Attitudes toward the target language (TL). Somewhat surprisingly, little attention has been paid to this aspect in previous studies. Yet, it can be argued that a sincere interest and curiosity concerning language itself is a very common, if not ever-present source of motivation in all learners. It is proposed to be general, that is, not language specific, in nature, but it often manifests itself in a TL specific form. The remarkable thing about it is that the object of interest is the very object to be learnt: thus attitudes to TL support intrinsic motivation to the act of learning itself, which, again, is the central issue. (Laine 1978, 1986a; similar observations are made in Bogaards 1984.)

2.2.3.5. Attitudes toward the TL course. The goal of school FL study, TL skills, takes concrete form in the TL course itself. If the learner's attitudes to it are negative - for instance, if he finds the course dull or naive - his motivation is likely to be dulled (Laine 1986b). This is true of his 'short term motivation': 'the filter is high', although his general long term motivation may be positive. This distinction between 'long term motivation' (as measured in previous research) and 'short term motivation' appearing in the learning situation, i.e., dependent on situational factors, was emphasized in Laine (1978): bearing in mind the results of FL learning, both forms of motivation seem equally important. As was noted earlier, increasing attention seems to be paid to 'short term motivation' today. As a result, 'course related attitudes' (see Gardner et al. 1974) may be moving nearer the focus of attention in FL learning research.

2.2.3.6. Attitudes toward teaching methods. Many of the

observations concerning attitudes toward the course also apply here: dull or naive procedures, practices whose aims are obscure to the learner, or which run contrary to his preference or inclination, are likely to cut off the inflow of information for affective reasons. Very central in view of affective elements in the self concept are notions of confidence evoked by the 'method'.

2.2.3.7. Attitudes toward the TL teacher. Among factors affecting the learner's 'short term motivation', the FL teacher is probably the most important. His or her personal qualities, for example, along the dimension 'cold - warm' are likely to affect the learning situation and the learners very significantly. It is possible also that the TL teacher is regarded as a 'vicarious' representative of the target group and target culture. A competent FL teacher can promote learning results significantly (Laine 1978). It is also to be presumed that an emotionally 'competent' teacher can work wonders in 'keeping down the filters' of his/her students (Laine 1986b). In the opposite case, the 'filter' will remain closed. Also, it is even thinkable that 'filtering' students may hold their teacher responsible for their apprehensions, although the actual reason may lie elsewhere.

It is to be noted that the attitudes discussed in this chapter are attitudes toward objects 'out there', in the student's surroundings, whereas the important self concept, in the next chapter, can be conceived of as a set of attitudes toward self.

2.2.4. The self concept

2.2.4.1. General, developmental, and functional aspects

To begin with, some prevailing notions from research literature are presented, to give a picture of the quality and significance of the self concept, together with some insights into how it affects the 'whole person' and his behaviour.

The 'self' is an essential part of an individual's personality (Brown 1981, Coleman 1960, Epstein 1976, Jersild 1969, Pölkki 1978; see also Laine 1986c). Still, it is not to be equalled with this "total constellation of /one's/ psychological characteristics" (Rosenberg 1979, 8). It is not a 'real' self, but 'the organization of self-perceptions' (Rogers 1951, see Burns 1982, 21; Rosenberg 1979, 7); to be more exacting, it is an abstraction of these perceptions (Coopersmith 1967), "that part of the individual that he consciously recognizes as himSELF - his sense of his own continuing identity and of his relationship to his environment" (Jersild 1969, 198).

'Self', then, can be defined as "a person's unique dynamic organization of the personal meanings arising from his experiences" (Jersild 1969, 219). The self concept develops in the child's interaction with his environment where the child gradually arrives at an abstraction of attributes referring to him (see Coopersmith 1967, 20). This 'abstraction' concerns the "attributes, capacities, objects, and activities which he possesses and pursues" (Coopersmith 1967, 20); it is "the sum total of the views that a person has of himself and consists of beliefs, evaluations, and behavioural tendencies.../It/ can be considered to be a plethora of attitudes toward the self which are unique to each individual" (Burns 1982, 29). In the formation of the concept, the evaluation coming from 'significant others' is of great importance (see e.g. Burns 1982).

In its development, the self concept "is forged out of the influences exerted on the individual from outside" (Burns 1982, 9); it "develops and is changed by need, drive, learning, and goal response data" (Jersild 1969, 206). It can be said that "the self doesn't have fixed and rigid boundaries" (Rosenberg 1979, 8); it can even be described as an "amorphous blob of jelly" (Burns 1982, 10). More significantly, however, it is characterized by a sense of "continuing identity" (see Jersild above), and by the period of adolescence it has become a fairly stable part

of personality (see Burns 1982, 162), "the highest integrative level of the self-structure", which the individual strives to maintain and enhance (Jersild 1969, 220).

The stableness of the self concept makes a study of it possible (i.e., with results of considerable generalizability). The fact that it affects behaviour in a consistent and noteworthy way makes it an important object of research. In affecting behaviour, the self concept "appears to have a three-fold role, maintaining /internal/ consistency, determining how experiences are interpreted, and providing a set of expectancies" (Burns 1982, 9). The beliefs and evaluations one has of oneself "actually determine not only who you are, but what you think you are, what you think you can do, and what you think you can become" (Burns 1982, 1). A threat to this central psychological construction, obviously, can shake the whole person.

A person's expectancies, then, largely determine the quality of his experiences, and their interpretation rests largely on an emotional basis: "Evaluations of /goal response data/ as being consistent or inconsistent with one's present organization of personal meanings /= the self concept/ are expressed as affect (feelings and emotions). If these data are consistent with and reinforce one's /self concept/, the affect experienced is pleasant, if these data are inconsistent...(that is, threaten self), the affect experienced is unpleasant" (Jersild 1969, 206). The researchers' views and the line of argumentation presented in this chapter make the self concept very central in a study of 'filter' factors in FL learning.

We posit, then, that the self concept is "the totality of the individual's thoughts and feelings having reference to himself as object" (Rosenberg 1979, 7). A conglomerate of "perceptions, beliefs, feelings, attitudes, and values" (Jersild 1969, 220) would be hard to study: we have to break the concept down into its component parts (cf. Laine 1986c). In an attempt to do so, we come to grips with a

host of terms, to be cleared up before a synthesis. In the following sub-section, a select number of these terms will be discussed.

2.2.4.2. Components of the self concept

A large number of terms are used in connection with the self concept, some of them interchangeably, others are given a specific denotation by a particular author. In this sub-section, the following terms are discussed in some detail: self-esteem, real self, actual self, cognized self, ideal self, critical self, 'other', or social self, and inhibitions, or defences, as their 'reverse side'. These subconcepts will be made selective use of in an attempt at a synthesis. Further terms to be discussed briefly are 'identity' and 'body image'; a number of other terms are mentioned in passing in relevant contexts.

Self-esteem refers to a person's evaluative attitudes toward the self (Coopersmith 1967, 2); "it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself" (op.cit., 4-5). It is "the worth that persons place upon themselves" (Brown 1981, 114), and often considered "a general measure of self" (Backman & Secord 1968, 42). A person with high self-esteem, then, "considers himself a person of worth", not arrogant or 'superior', while a person with low self-esteem "considers himself unworthy, inadequate, or otherwise seriously deficient as a person" (Rosenberg 1979, 54). "The self-esteem of an individual remains constant for at least several years", but "may vary across different areas of experience and according to sex, age, and other role-defining conditions" (Coopersmith 1967, 5-6). 'Worth' and 'adecuaqy' and their opposites, then, are essential attributes to define self-esteem.

The terms 'self respect', 'self confidence', and 'self assurance' (among others) have been used in much the same meaning as 'self-esteem' (eventual differences are not discussed here). On the other hand, 'self-esteem' is often used interchangeably with 'self concept' (see Burns 1982, 8). In this study, self-esteem is regarded as a central component of the self concept, expressing "the worth that persons place upon themselves" and competence in handling things 'out there'.

It is important in this context to emphasize certain research findings, namely the close connection between self-esteem and anxiety on the one hand (see e.g. Coopersmith 1967), and self-esteem and the person's general aspiration level on the other (Rosenberg 1979).

As was noted above, self-esteem can be considered 'a general measure of self'. This is the case with adolescents and adults (see eg. Brown 1982, 42-47). On the other hand, as children grow older, "a single global self-concept breaks down into several distinct ones"; some researchers go as far as to suppose that "the single global concept ceases to exist" (Mullener & Laird 1971, see Brown op. cit., 47). In this study, the Backman & Secord position (see above) is taken, as well as the common view that an adolescent's (or adult's) self concept consists of several definable component parts (discussed here).

The real/actual/cognized self represents a person's notions, beliefs, and cognitions of what he really is like. The actual self concept refers to the individual's perception and notion of his physical appearance, background, abilities, attitudes, etc. (LaBenne & Greene 1969, see Pölkki 1978). Thus it is commonly taken to signify the cognitive structure that a person has formed of himself through his experiences. This, naturally, is the individual's 'subjective reality', and thus is mingled with beliefs, evaluations, and affective elements. At any rate, it is characterized by the cognitive element contained in it, and is defined in this study as

the self component consisting of beliefs and self-perceived facts. In everyday life, the 'real', or 'cognized', self may appear as the core of the self concept, but psychologically it is self-esteem that outweighs other aspects (see the discussion above).

The ideal self includes a person's notions of what he would like to be. "Those qualities, attributes, and roles that the individual does not presently possess but hopes to achieve constitute his ideal self-concept" (Jersild 1969, 213). Several researchers (e.g. Coleman 1960, Burns 1982) hold that included here is the critical self - what the individual thinks he should be like: "Implicit in the individual's self-ideal are ... his assumptions of what he should be able to achieve or become, and his assumptions about what is desirable" (Coleman 1960, 65). The ideal self is often modelled on admired persons (Burns 1982, 50; Lehtovaara & Koskenniemi 1978, 34; Coleman 1960, 66). An important observation concerning this component is that "a knowledge of /a person's/ ideal self-concept provides one with clues concerning the direction his behavior is likely to take" (Jersild 1969, 213). The explanation for this predictability lies obviously in the high measure of ego involvement (see Coleman 1960, 142) that is necessarily included in one's ideals. In this study, both the 'wishful' and 'critical' aspect of the 'ideal self' are taken into consideration.

There is a very essential feature concerning the cognized and ideal selves: a discrepancy between the two is shown in low self-esteem (see e.g. Coopersmith 1967, 146-147; Burns 1982, 47-49). In fact, "a large discrepancy between cognized and ideal selves has been regarded as an index of maladjustment" (Burns, op.cit.,50). At any rate, we presume that self-esteem largely results from the interplay between these two components (see 2.3. below). The optimal (?) size of the discrepancy seems a moot point; what is considered decisive in this study is the self-perceived inner disturbance it causes.

There is a distinction similar to that between the 'real' and 'ideal' selves discussed above in the terms used by Stevick', viz., 'critical self' and 'performing self'. The 'performing self' possibly approaches certain aspects of the concept of 'real' or 'actual' self. The interesting thing here is that Stevick also points out how interventions by the 'critical self' "usually produce additional anxiety, greater tension, and poorer performance" (Stevick 1980, 11). The interesting thing here is that notions regarding the significance and consequences of such a discrepancy are a recurring phenomenon.

Some researchers hold that the self concept essentially comprises the above three components , 'actual self', 'ideal self', and 'self-esteem' (e.g. Lehtovaara & Koskenniemi 1975). Others include one more feature that is significant, the 'other', or 'social' self.

The other, or social self indicates how a person believes other people see and evaluate him "on all aspects of the cognized self" (Burns 1982, 25). Thus there is a considerable similarity between the 'cognized' and 'social' selves. It emphasizes the development of the self concept in social interaction, through feedback, implied or straightforward, real or imagined, from other people. A long line of researchers (e.g., Mead 1934, Cooley 1912, Strang 1957, Staines 1954 ..., see Burns op.cit., 25) have recognized this aspect, or component of the self concept. In FL learning research the concept is useful in drawing our attention to 'significant others' as contributors to a person's view of himself. It is argued here that this aspect is reflected in the 'actual', or 'cognized', self concept.

Identity is a concept emphasizing a person's perception of his 'self-sameness' and continuity in time (Erikson 1959; see Burns 1982). Erikson (1959, 1963, 1965 ...) prefers the concept of 'identity' to denote a dynamic process, 'identity formation', which continues throughout life (See Burns op.cit., 142-149). To Erikson, then, 'self concept'

is too 'static' a term. The other aspect of this 'perception of self-sameness and continuity in time' is that others recognize it, too. In this study, the concept can be referred to when such aspects are in focus; otherwise, systematic use will be made of the other main concepts introduced above. However, the idea that self concepts develop and change - and, eventually, can be changed - over time is a very central part of the background 'philosophy' of this study.

Body image, 'the evaluative picture of the physical self', is a very central concept in self concept development. A child's self-awareness consists largely of body awareness (Gilbert & Finell 1978, see Burns op.cit., 42-47). With increasing age, however, external characteristics become less significant elements of the self concept, while 'general personality attributes', 'inner resources', and relationships with others have increased in significance by adolescence (Livesley & Bromley 1973, Jersild 1951; see Burns op.cit., 43-44). Thus we arrive at the self concept formulated in the discussion above; in this study, a person's perception of his physical appearance may eventually come in as a formative element in some individual self concept, to be discussed in connection with the other components.

Inhibitions/defences. There may prevail an inconsistency between an individual's self concept and his experiences of the outer world. The experiences may be seen as threats to the ego, and the individual may feel incapable of coping adequately with the situation. This will lead to feelings of uneasiness, maladjustment, and to defensive processes (on this see e.g. Burns 1982, 9-10, 22-23; Coleman 1960, 116-117). Threats to the self structure, the basic 'anchorage point' of personality, cause anxiety, even "disruption of /a person's/ physiological functioning" (Coleman 1960, 116). Even less severe cases of this anxiety act as a curb on the person's (learning) activities (see e.g. Burns op.cit., 185). Thus defences and inhibitive feelings connected with attitudes toward the self can be regarded as the 'reverse

side' of the self concept, often characteristic of low self-esteem. In concordance with Brown (1981), inhibitions can be 'subsumed under the notion of self-esteem'. They are significant especially in the case of the weak self concept, and can be considered an integral part of the whole theoretical construct (Laine 1986c).

The language ego. Attention has been drawn to the fact that native language "is a powerful dimension of self-representation", one of the areas of identity, which separates a person from others while strengthening a feeling of membership with one's family, nation, and culture (Guiora 1983, 3). To venture outside the boundaries of the 'language ego' thus formed means a threat to one's identity (Brown 1981, Schumann 1974), and to devote oneself to the study of a foreign language means an extension of the self "so as to take on a new identity" (see Guiora et al. 1972, 111-113). In reference to this idea, the term 'language ego' is used in this study to denote aspects of the self concept relevant to FL study.

More specifically, the 'language ego' is here posited to comprise a person's notions of himself as a FL learner. In the school setting, this is part of his 'academic' self concept, his notions of himself as a 'scholar' (cf. discussion of 'levels' below). An individual's general self concept, and his notions of himself as a FL learner can be parallel, but very often there are differences - the more specific concept often being the lower one. On the other hand, a serious case of some general-level maladjustment may be reflected on the 'language ego' (and the case should be handled accordingly).

Quite important within the idea of 'language ego' is protecting ego boundaries in the 'threatening' learning situation: this is where defences come into their own very significantly (Guiora et al. 1972, Brown 1981). They are guardians "to protect the fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organization

of values and beliefs on which appraisals of self-esteem have been founded". In FL learning, "the inhibitions, the defenses, which we place between ourselves and others can prevent us from communicating in a foreign language". (Brown 1981, 116-117; cf. Burns 1982, 9-30). Stengel (1939) gives a fine analysis of a learner's emotions in various tasks in the learning situation.

This protection of ego boundaries can give rise to feelings of alienation from the subject, TL culture, the teacher, even from oneself (Stevick 1976). On the other hand, such defensive attitudes will lead to anxiety of some kind and degree. This anxiety is aroused in learning situations, and is often linked with "disapproval, real or imagined, from significant others" (Burns 1982, 185). Thus unpleasant feelings in the learning situation lead to generalized feelings of situational anxiety, and to feelings of alienation.

Levels of the self concept. An individual has notions of himself in various tasks and life situations: out of these is formed his global self concept. Here we can categorize levels of the self concept, the global level being the most general and harmonious, and the stablest. The specific level refers to a person's notions of himself in certain life situations, or of his personality traits; at this level, one's self-esteem will vary from one area to another. The task level self concept refers to one's assessments of himself in "particular tasks within specific situations". All of this can be stated of one's general self concept: from this point of view, a person's views of himself as a 'scholar' should be placed at the second, or 'specific' level. However, in the context of FL learning, it is logical to posit a 'general academic self concept', to be placed at the 'global' level, the 'specific' level referring to FL learning, and the 'task' level to one's notions of himself in particular tasks such as speaking or writing the FL, even in exercises of some special kind. (On the issue of SC levels see Brown 1981, 114-115.) Considering the fact

that a person may be learning several FLs in school, it may prove feasible to give one more interpretation to the three-level categorization, the 'global' level referring to one's appraisal of oneself as a language learner at large, the 'specific' level to the target language (TL), and the 'task' level to tasks in learning the TL (Laine 1986c).

The interpretation selected, then, will depend on the central viewpoint of the observer and the research problems. In a study of self concepts in FL learning, it seems feasible to concentrate on the TL specific angle; nonetheless, observation of the general academic and general global self concepts is also necessary, if the special level information is to be understood in a wider context.

2.3. The framework presented as models

2.3.1. The motivational framework

The general motivational framework in this study is a considerably modified version of the Gardner & Lambert et al. theory discussed briefly above (2.2.1.), and more extensively in Laine 1986a. The model representing the inner structure of FL learning motivation (Laine 1978, 88; App. 1) indicates the essential components of motivation, the way they affect the general indices of motivation, and via the indices, achievement in (school) FL learning. The general framework for 'filter factors' (App. 2) is formed on this pattern.

Motivation in this study, then, is defined by its general indices (direction, intensity) and orientation (instrumental, integrative, or cognitive/intellectual curiosity). A general delineation of the FL learner's motivation forms the background for the observation of 'filter factors': the influence of self-esteem, inhibitions, etc. will show in the motivational indices, and the self concepts of differentially

oriented learners are of theoretical and practical interest. Also, these motivational factors per se contain affective elements, to be taken into account in the contexts concerned.

2.3.2. The 'filter' framework

After a stage of preparatory analyses (reflected, e.g., in Laine 1986a), the 'filter framework' was presented as a 'map of filter factors' in Laine 1986b (App. 2). Motivation is represented in this by the variables discussed above. The central construct of 'self concept' is seen as affecting both motivation and achievement; special attention is paid to the influence of success/failure on the self concept. Attitudes (those discussed under 2.2.3.) are seen as closely connected with the self concept (Brown 1981), and affecting (augmenting or decreasing, see Ausubel & Robinson 1969) motivation. Here is the general layout of this 'filter' research project; the self concept model (below) signifies a 'zoom-up' on the central theoretical construct.

2.3.3. The self concept model

The self concept is seen as an "organization of self-perceptions" (Rogers 1951) with a number of main components. The components to be taken into account here are the actual self, the ideal self, self-esteem, and the 'reverse side', viz. inhibitions. Included in the actual self are the 'other', or social self, plus (eventually) some self-perceptions concerning physical appearance, as well as features of the 'performing self'. The ideal self is supposed to contain features of the critical self. Self-esteem is in the psychological sense - and, accordingly, in the present approach - the crucial element, with which inhibitions are most closely connected. The actual self is considered essentially cognitive, the ideal self evaluative, and self-esteem + inhibitions emotional/ affective in character (see discussion in 2.2.4.2.).

The organizational nature of the self concept can be presented as a hierarchical construction (see Burns 1982, 24), discussed above (2.2.4.2.) in more detail. In this study, the central position is that dissonances or discrepancies in the interplay between the actual and ideal selves reveal themselves through self-esteem; thus self-esteem is placed hierarchically above the other two. This will be taken into account in the development of the measuring instrument, and interpretation of the results. In the research design, however, the self concept is presented for measurement as a cross-tabulation of 'components' and 'levels' of the construct (Laine 1986c; App. 3a).

The 'language ego' is defined parallel to the general self concept, through its TL learning related aspects. It is observed against the background of the 'general global' and 'general academic' levels of the SC, and analyzed at the 'TL specific' and 'TL task' levels (App. 3b).

3. OPERATIONALIZATION OF THE DISTINCTIVE FEATURES

In this context, the underlying logic of the choice of items and construction is presented. The items, many of them tentative, are given as examples of the theoretical principles, which were introduced in Chapter 2, and are elaborated upon here to some extent. The principles and examples alike are used as guides at the 'empirical scrutiny' stage.

3.1. Motivational variables

As has been stated above (see 2.2.1., 2.3.), the learner's FL learning motivation is here outlined by means of a select number of variables, to be taken into account as general background. These are the direction of the motivation ('desire to learn TL') and its strength (intensity), i.e., variables that have been shown to represent the whole concept of motivation adequately at a general level (Laine 1978, 103-106), and the three kinds of orientation. The starting point for constructing the scales is the Gardner et al. (1974) measuring instrument adapted to Finnish school setting (Laine 1977). It has been shortened, and many items have been revised, or replaced by others to increase the content validity of the statements for the present study. The measuring instrument will be tested before undertaking validation study.

3.1.1. Direction of motivation

Thinking along the lines adopted (see 2.2.1.), the important question concerning TL learning motivation is whether the learner impulsively feels like turning toward or away from the subject: "If I could choose, I would/would not study

TL." Students actually have this choice sooner or later, but at the basic/comprehensive school level two FLs are obligatory in Finnish schools: for many students, this may be the first big hurdle in a motivational-affective steeplechase.

The direction of the learner's FL learning motivation is shown specifically in his preference/non-preference for TL in comparison with other school subjects (and, ultimately, other FLs): "I like TL more/less than other subjects." This also calls for an assessment of his general level school learning motivation: "In my opinion, going to school is, in the first place, interesting/useful/merely an obligation." In this way, it is possible to identify those students whose general motivation is practically zero (cf. Mueller & Miller 1970, Mueller 1971), to be able to take into consideration whether any specific conclusions should/can be drawn concerning their FL learning motivation.

Another aspect of FL learning motivation, implying direction and approaching the intensity dimension, is the question regarding the extent to which the learner commits himself to TL study voluntarily. In school FL learning, this implies involvement in personal TL practising: "In the TL lesson, I would like to have more/less personal practice." Also, it may include involvement in TL communication in and outside school: "In TL lessons, I would like to have more/less TL spoken" and "If there were TL speaking families in the neighbourhood, I would/would not speak TL with them." From the didactic point of view, such items reflect attitudes central to theoretical linguistic activities.

Some of the statements above are 'old' (Gardner et al. 1974, Laine 1977), but most are 'new', derived logically from ideas at the level of theory, taking into account milieu and didactic considerations. These and some further items indicating some specific 'attractions' from the side of the TL will be tested at the 'Pilot II' stage, possibly to be included in the final measuring instrument.

3.1.2. Strength (intensity) of motivation

The central underlying idea here is that a highly motivated student will carry on working until the task is finished (Carroll 1962). Such 'perseverance', measured in the learner's own estimation, is a relative (and not absolute) variable answering the question, "is the learner's motivation strong enough to take him through learning tasks a, b,...n ?" Items reflecting this are, "In my TL study I get on with luck (or brains)/through hard work" and "Doing my homework, I skim it through/carry on till I really know it." A statement like "I work more/less with my TL studies than with other subjects" allows comparison with general school learning motivation.

From the learning theoretical point of view, an important aspect of motivational intensity can be seen in attempts to internalize what has been taught in the lessons. Items reflecting this are, "If I have difficulties in understanding some new thing, I ask the teacher for help/leave it alone", and "I often/never brood over what was taught in the TL lesson." A statement like "If I hear a song in TL on the radio (on TV), I just listen to the music/do my best to understand the words", again, reflects out-of-class interest and internalization combined.

3.1.3. Instrumental orientation

In this study, an attempt is made to distinguish between 'crude' and 'refined', or more highly developed, forms of each kind of motivational orientation (see Laine 1986a). A learner with instrumental, or profit-oriented, motivation may find 'muddling through' in school the only, or at least the main reason for learning TL: "Learning TL is important to me just because it is a school subject." As was pointed out above, what this often amounts to is practically zero motivation. The learner merely wants to pass the next exam

(if that!) or get a decent grade - beyond that he has no interest. 'Getting a good job' is a reason showing longer perspectives; a reason such as 'learning TL because it is used in one's future job' already turns the learner to TL use/communication. All these reasons show very clearly the instrumentality of the target language to the learner. The same is true of a self-assertive reason like "Other people think more highly of me if I know a foreign language." Finally, an argument like "Learning a foreign language makes me a more knowledgeable person" may reflect self actualization tendencies, and thus represent a 'growth motive' (Maslow, see Laine 1986a).

3.1.4. Integrative orientation

'Integrative orientation' is here given a wide meaning: it is reflected in a person's sympathetic attitudes toward the target group and target culture; if there is a readiness to study TL because of this interest, the learner is integratively motivated. As true integration into the outgroup is not presupposed, contacts with its members are a typical form of realization: "Learning TL is important to me because I can then get in contact with TL speaking people." As most school FLs are world languages (e.g., English), the argument may get a really wide meaning, 'being able to communicate with many kinds of people is important'. Besides the communicative element, we may detect a utilitarian feature in the statement, close to some aspects of 'instrumental orientation'. Analogous statements can be made concerning TC/other cultures at large. Thus a very wide general aspect is present, or to be understood, by 'integrative orientation'.

Closer to the original idea of 'integration' is the learner's interest in some outstanding representatives of the TG - pop singers, for example: "I would like to learn TL because N.N. speaks it" (vicarious learning), or "...because I would like to be like N.N." (identification, integrative propensity). This gives the (extreme) original idea, "I

learn TL because I would like to join the TG" a more realistic form.

Appreciation of the TL group (TG) and culture (TC), then, seem essential features of 'integrative orientation'. Widening the concept to comprise outgroups and cultures at large is a theoretical expansion which, allegedly, corresponds to 'growth' tendencies in FL learning motivation.

3.1.5. Cognitive orientation

The basic underlying idea in 'cognitive orientation' is man's ever-present intellectual curiosity (Laine 1978). This consists of many elements (see e.g. Madsen 1968), among which is man's urge to know and understand more and more, and hereby widen his mental scope, which seems a feasible starting point here. "I am curious about FLs", then, is a logical application of this motive to the specific area of FL learning, corroborated, it may be argued, by innumerable observations from everyday life (one might ask whether there ARE any exceptions). "I would choose to learn a FL even if it weren't compulsory" is a statement which reflects taking a stand on the issue in the actual circumstances in which the learner finds himself. Furthermore, if the learner, after some years of FL learning, feels that "he would really like to learn many FLs", it shows that this urge in him is quite strong. If he also finds learning 'a pleasant experience', this presumably is also proof of successful instructional arrangement, besides the satisfaction of urge as such. Items like "I would like to learn a FL perfectly" and "I feel learning a FL truly helps me to develop my real self" are, most probably, milestones on the road to 'growth' motivation.

TL specific items can be compiled correspondingly, e.g., "I am curious about TL/English" and "I feel digging into the secrets/complexities/mysteries of TL/English is really rewarding / really develops me", etc.

Here, then, the '/crude/ intellectual curiosity - self actualization' line of argumentation is observed. Other items and aspects have been discarded.

3.2. Personality traits

As was stated above (2.2.2.), personality traits are regarded here as generalized attitudes toward objects 'out there', which tend to restrict, or widen, the learner's scope of interest/observation. Statements relevant to this central idea are chosen to the scales; other eventual elements of the traits are not included.

3.2.1. Ethnocentrism

The central dimension observed here is 'membership group vs. outgroups'. A statement like "It is only natural to think that one's own family is better than any other" provides a good example of such thinking. General suspiciousness about other people and their motives is shown in "There's always somebody to fool you if you don't look out." Gang attitudes like the following can easily be reflected in the (lack of) willingness to study a FL: "One should play fair with one's friends and let other kids take care of themselves." Attitudes to foreigners are obviously relevant here: "Foreigners are OK , but there is a limit to 'being friends' with them, too." This can further be reflected in taking a stand on a concrete example like "In my opinion we should think of his country in the first place, and not send money and assistance abroad." More concrete still would be, "We should not take (so many) immigrants into this country."

Items suggested for the scales here are mainly selected and modified from 'old' ones (Gardner et al. 1974, Laine 1977).

3.2.2. Authoritarianism

Here statements reflecting rigorous, inflexible, intolerant, strictly normative attitudes to life and other people are paid special attention to. Old, established items serve satisfactorily here: "Respect for authority and obedience are essential things for children to learn" and "Strict discipline, determination, and a strong will to work for one's family and country are things that the youth needs most." A shade of uncompromising conservatism is often present: "The true /Finnish/ mode of life is disappearing so fast that strong measures are/may be needed to maintain it." It is true that some such statement can be interpreted in two ways; some items with obviously ambivalent contents have been discarded. As regards FL learning, however, these attitudes can hardly contribute to an 'open' approach. (Several modern teaching methods, in fact, consider fighting such attitudes essential.)

Measures of the 'ethnocentric syndrome' could possibly be reconstructed in a way more directly relevant to the FL learning situation. As the 'old' measures work quite satisfactorily, no attempt at radical change is made at this juncture; shortening the 'old' scales is here considered necessary.

3.2.3. Trait anxiety

In this scale, items indicating general trait anxiety in some relevant form, and items indicating its 'general academic' aspects are included. Related to it is TL classroom anxiety (persons high on trait anxiety generally score high on situational, or state, anxiety as well, see 2.2.2. above). Typical statements representing this form of anxiety are, "I am always a bit nervous when I have to 'appear in public'" and "I don't like to present anything in class because others might laugh at me."

3.2.4. Alienation

Alienation (or, 'anomie') as measured uptil now has not shown strong connections with TL school learning outcomes (Laine 1978). Some theoretical considerations (e.g. Stevick 1976), however, emphasize its significance; so do analyses of the self concept (see discussions in this report). Therefore, items with contents more specifically oriented to FL learning are needed; aspects that come close to the self concept are specially observed. Items like "These days you can't trust anybody" and "In the present state of things in the world, it is very difficult/discouraging to plan one's life ahead" represent the 'old' line of argumentation. "Teachers are not very interested in knowing what is going on inside me", again, is a statement reflecting classroom related alienation. "When I feel bad I know I can always talk to my parents/teachers" is a positive statement showing what kind of factors in the learning situation can counteract the development of alienation. Considerable development of the measuring instrument is obviously in order here.

Aspects of alienation which are clearly FL specific are considered under 'inhibitions' (see 3.4.6. below).

3.3. Attitudes

In the measurement of FL learning related attitudes, their cognitive, affective, and psychomotoric (or, action) components (see Karvonen 1967, Saari 1976) are taken into account. If two statements are taken to cover each component on each attitude scale, this gives a basic formula of six items per scale. In this scheme, it is easy to form sum variables of, say, learners' affective attitudes toward TL related objects, or objects in the learning situation, or all those together, depending on the problem to be tackled. The principles of compilation are stated and illustrated in this chapter. Technically the measuring instrument is

under construction.

3.3.1. General school learning attitudes

General school learning attitudes form a basis for comparison for the specific attitudes most relevant in this study. In this scale, it seems feasible to use attributes of adjective differentials which have been shown to be most practical from the research point of view (concerning the attributes and the 'attitude differential', see Saari 1976), and which reveal quite central aspects of the attitude object. Thus, to measure the cognitive component, the basic statement takes the form, "I think school learning is important/meaningless (useful/useless)"; to measure the affective component, the attributes are "pleasant/unpleasant" and "interesting/dull". In the psychomotoric component, statements to be responded to take the form "I think X ought to be increased", or they offer an option, "If I could choose..." Thus we get, for example, "I think that the number of school years should be increased/decreased", and "If I could choose, I would attend school/opt out." Responses to all these statements are given on a 5-point Likert scale.

Other attitude scales (3.3.2. - 3.3.7.) are modelled on this pattern. Variation of attributes and statements will occur depending on the specific attitude object.

3.3.2. Attitudes toward the TL group (TG)

The items here are taken from, or modelled on, the 'old' measuring instrument, considering their content validity and relevance in this study. The attributes used - except 'fantastic' - are 'leaders' from ethnic stereotypes (Laine 1977), thus representing prevailing stereotypical beliefs. In the case of TL/English, there are two target groups (TGs), namely 'Englishmen' (3.3.2.1.) and 'Americans' (3.3.2.2.).

3.3.2.1. Attitudes toward TG 1/Englishmen

Positive emotive notions and admiration of the TG are here considered characteristic of the affective component: "I have always admired the English" and "I think some Englishmen are just fantastic" are examples of this. "The more I get to know about Englishmen, the more I like them" reflects a positive attitude based on cognition, while the statement, "Englishmen are polite and friendly" represents a stereotypical cognitive belief. (On the elements in stereotypes see e.g. Gardner et al. 1970; Gardner et al. 1973). "I would like to know Englishmen better" clearly implies a willingness to act, i.e., the action component. We also come very close to action readiness in the generalized statement, "My attitude towards the English is positive."

3.3.2.2. Attitudes toward TG 2/Americans

On this scale, the same items are used except for the stereotypical attributes. Concerning the Americans, these are, "Americans are modern and ambitious" (see Laine 1977, App. 17).

3.3.3. Attitudes toward TL culture (TC)

The learners' affective, cognitive, and psychomotoric attitudes toward the TC mode of life and its expressions are tested here. In the case of TL/English, the problem is whether to test attitudes to the British and American worlds differentially or through one set of items. Here an attempt is made to test this aspect in terms of one scale: it is in the learner's own choice, then, which decides the side that has its main attractions/repulsions (if any).

On the affective side, music (pop or otherwise) and the modern way of life seem topical attitude objects: "I love/hate English/American music", and "I find the English/American way of life exciting." (It is a well-known fact that these

views have their devoted supporters.) The latter attitude can also be based on cognition: "It is important to know life in the English (speaking) world." An opinion like "I think one should know English/American history and culture" signifies that the learner sees some 'higher' sense in TL cultural studies. His willingness to DO something in this regard is shown in attitudes like "I would like to read more English books/see more English/American films", and "I would like to have more contacts with/join the English/American mode of life."

3.3.4. Attitudes toward the target language (TL)

The attitude object to be responded to here is the language as such; the question is what the learner's opinions are of English as a language. "I love/hate the sound of English" and "I think English is an exciting language" are typical affective reactions (which may touch some very deep and basic feature, consider Stengel 1939 and Guiora 1972). When it comes to responses based on cognition, it is harder to decide how to use the attributes ('useful', 'important'; Saari 1976) to denote TL/English 'as such'. "People make too much of the importance of English", for example, is not fully satisfactory, but may qualify here because the importance of various FLs is such a topical matter. "I think it's useful to know the inner structure of English", again, may be a response reflecting the learner's instrumental expectations concerning a deep knowledge of TL/English. If he is prepared to promote such knowledge, he may respond favourably to the statement, "I would really like to understand how the English language 'works'." This takes us close to testing the learner's motives. At any rate, we may contend that the learner's (latent) psychomotoric attitudes to TL/English is expressed in "If I knew I didn't need English, I wouldn't bother to learn it." Still, even here we may see this as motivational focussing. Further discussion and testing of these items is necessary.

3.3.5. Attitudes toward the TL course

The TL course materializes in the textbook(s) and other learning materials. An overall affective reaction, obviously, is easy: "I just love/can't stand my English course." Testing the experienced value of the course (affective and cognitive reaction) may be in order: "I think it's a valuable course." This is one of the top attributes given to the TL course (Laine 1977). Further central attributes - clearly cognitive in nature - are found in the statements, "I find my English course useful", and "I find my English course informative." There is one central attribute which, in the final analysis, most probably signifies a readiness to act: "I find my English course inspiring/tedious." An 'inspiring' course stimulates the student into action, a 'tedious' one does the opposite. If the course is 'OK', the learner will accept the idea of having more of the same sort: "If I could choose, I would take another course of the same kind." Here some specifications may be needed; the statement might also read, "...I would take a longer/shorter course of the same kind." Here the learner's linguistic ability etc. may intervene, so technically the former statement seems preferable.

3.3.6. Attitudes toward teaching methods

Here, again, a general-level affective reaction 'comes easy': "I love/hate the way English is taught to us." Considering the aims of modern FL teaching, a statement like "I feel I can express myself in the English lessons" may be appropriate as the second affective item on the scales. Research viewpoints (Saari 1976, Laine 1977), transferred into this content area, supply us with some central cognitive and psychomotoric qualifiers of TL methods: "I find our English teaching methods useful"; "I find them efficient" (cognitive), and "I find them inspiring/ tedious" (psychomotoric). Another logical application of principles and item formulas used above is the psychomotoric item, "If I could choose, I would/would not attend the sort of English teaching

we have." (It will be seen that a clear distinction between attitude objects, e.g., course vs. methods is in order to guarantee valid measurement.)

3.3.7. Attitudes toward the FL teacher

The obvious affective reaction to this attitude object is, "I like/don't like my English teacher." Affective-cognitive evaluation is implied, if the learner feels that his English teacher is "a trustworthy person". The affective confidence implied makes such an item important, considering the focus on 'confidence' we find in modern approaches to FL teaching. The attribute is among the 'top ten' used stereotypically by Finnish learners to describe their FL teachers (Laine 1977). To the same list of attributes belong "intelligent" and "competent" - cognitive qualities - and "inspiring/tedious", which can well be used as a measure of psychomotoric attitudes toward the teacher. Analogous with other scales, the other 'action' item may well read, "If I could choose, I would add/lessen contacts with my English teacher."

The presentation of measurement of attitudes toward things 'out there' ends here. In the next chapter we turn to the learner's attitudes toward himself.

3.4. The self concept

In compliance with the analysis of the self concept presented in the theory above, the construct will be operationalized through (1) measures of the general self concept (3.4.1.), (2) measures of the general academic self concept (3.4.2), and (3) measures of the 'language ego' (3.4.3., 3.4.4., and 3.4.5.). Inhibitions are given one category covering all TL related levels (3.4.6.), to be subcategorized according to content. In comparison with the measurement of attitudes (3.3.), it should be borne in mind that the 'actual self'

mainly contains cognitive, the 'ideal self' evaluative (normative; cognitive and affective), and 'self-esteem' and 'inhibitions' affective notions of self. (The behavioural tendency present in the self concept may be seen as the net effect of all these components.)

3.4.1. The general self concept

Included here are items representing the 'ideal' and 'actual' selves and 'self-esteem'. The contents of the statements represent Brown's (1981) 'global' and 'specific' levels, as he 'global' level alone would obviously be too general to function satisfactorily in the measuring instrument.

Provisionally, the main traits to be observed in this evaluation are the learner's notions of his intelligence, competence, sociability, and worth. At the 'actual' level, then, the learner may state vis-a-vis his intelligence, "Generally speaking/ compared with others, I'm not a genius." At the 'ideal' level, again, the statement may read, "I would like to give the impression of being highly intelligent." As a result of this discrepancy, his self-esteem might be reflected in the statement, "I often feel that I'm no good for anything." As regards his competence, if the learner feels he can cope with most things, his 'actual' reaction may be, "I get on reasonably well in what I undertake"; 'ideally', he may think, "I would really like to succeed in what I do." As the discrepancy is not too great, the resulting statement regarding self-esteem may be, "I can get on as well as most people." The 'sociability' statements indicate how well the person can, and would like to, get on with other people. The 'worth' dimension can be reflected in a statement like "I am a person of worth and dignity"; variations of this notion are quite central in 'self-esteem'.

Responses to the statements in self concept measurement are given on a 5-point Likert scale, varying from full

agreement to full disagreement. In the measuring instrument, part of the statements are negative in form, the rest positive.

3.4.2. The general academic self concept

Here, aspects of 'global academic' self perceptions are included: how good a person thinks he is as a 'scholar' especially in comparison with others/fellow students; how good he would like to be; and how high/low his self- esteem is in this regard. "Generally speaking/compared with my fellow students, I get on well with my studies" ('actual' self); "I would really like to get on better as a 'scholar'" ('ideal' self), and "As a scholar, I'm good enough" (self-esteem) are examples of these items.

3.4.3. The general FL self concept

Ideas presented in 3.4.2. are here applied to FL study: "I get on reasonably well with my FL studies" ('actual' self), etc.

3.4.4. The specific TL self concept

The same ideas as in the two preceding chapters are applied here to TL study, e.g., "I'm no good as a TL learner" (self-esteem). Some more TL specific statements will be tested.

3.4.5. The TL task self concept

The dimension of self-rated TL skills is observed here: how well the learner thinks he can read/write TL, how well he would like to manage, etc. For didactic purposes, a distinction is made between 'language knowledge' and 'language use'. Of these, the former unavoidably concentrates on

'conscious learning', while the latter promotes 'acquisition' in a natural way. This distinction also applies to the psychology of self concepts: learners with low notions of themselves as FL learners tend to avoid language use, and stick to bits of language knowledge (Laine 1978, Makkonen et al. 1985). Thus we get items like "I actually know English grammar as well as most of my fellow students"; "My English speaking skill is poor"; "I would like to speak English perfectly" ('ideal' self), and "As regards writing in English /As a learner of English, I'm a failure" (self-esteem). Variations on the basic idea and the items will have to be tested to make for an adequate scale at this focal point of self-rating.

3.4.6. Inhibitions

All levels of the self concept are included under 'inhibition'. The concept is broken down into subconcepts corresponding to the division of the self concept above, and operationalized on several scales, respectively. Concerning the 'language ego', the underlying logic is as follows: feelings of insufficiency, fear of errors, etc. is experienced at the 'task' level; 'language shocks' and 'culture shocks' come at the TL 'specific' level; the resulting general dissatisfaction and feelings of anxiety and alienation are experienced at the 'global' level appearing most clearly as 'general FL inhibitions'. The line between 'levels' is in many cases far from clear as many of these feelings appear in task specific as well as in generalized forms. The wording of the items aims at a distinction.

Provisional items are given below as illustrations of the categories and principles of compilation. Tests of the measuring instrument will be undertaken prior to the validation study.

3.4.6.1. Inhibitions at the 'general global' level

Items indicating general depression and general dissatisfaction: "There are many depressing things in my life." "I am not satisfied with myself."

3.4.6.2. Inhibitions at the 'general academic' level

Generalized nervousness, fear of 'making a fool of oneself' in the school setting: "The classroom atmosphere makes me nervous." "In school I'm afraid of all sorts of blunders (if I have to 'appear in public')." 'Communication apprehension' seems a central component here.

3.4.6.3. Inhibitions at the 'general FL' level

Turning to FL learning, many a learner seems to feel that it is another world: "The strange world of FL lessons worries me" gives expression to generalized uneasiness felt about FLs and FL study. (The various feelings of 'strangeness' are indicative of alienation.) For various reasons connected with FL study, the learner may feel that "The FL class atmosphere is never free", also indicating that he feels tense and anxious in an inexplicable way. The notorious fear of mistakes is easily generalized: "In the FL class I'm afraid of all sorts of mistakes when I ought to speak or 'stand up'." Stengel's (1939) insight concerning the 'masquerade effect' ties in here: "Using a FL, I feel like at a masquerade." (This idea can be tested at the 'TL specific' and 'TL task' levels as well.)

3.4.6.4. Inhibitions at the 'TL specific' level

A 'culture shock' item is here in order: "The English/American world they speak about in the TL class is strange/depressing to me." "The English language sort of gets me down", again, signifies the learner's 'language shock'. His fear of errors may be reflected in "I only open my mouth in the English class if I know I shall make no mis-

takes"; his lack of self-esteem felt in this specific situation in "In the English lesson I feel everybody knows English better than I." The latter comment can also result from frustration experienced in various TL tasks. Another reaction to the same cause would be, " Using English (in class) irritates me"; this can also signify 'language shock'. The learner's own anxiety and frustration can be transferred to the teacher and his activities: "My English teacher has something against me", or "My English teacher's demands are too hard and get me down." Thus there are many aspects to be taken note of in this subcategory, many of them closely connected with self-esteem.

3.4.6.5. Inhibitions at the 'TL task' level

Items that signify feelings of insufficiency, dissatisfaction, depression, aggression (Stengel 1939 etc.) at various TL tasks are: "When I ought to ... I just feel I can't make it"; "I seldom/never volunteer an answer, because others might laugh", and "Speaking English irritates me." "Trying to pronounce English like a native gives me a silly feeling", and "Trying to say/express things in the typically (= idiomatically) English way makes me feel an ass", again, are operationalizations of Stengel's inexplicable 'feelings of shame and guilt' often encountered in practising pronunciation or idioms (consider also Guiora 1972). Role-playing, a popular form of linguistic practice today, may arouse the 'fancy dress' effect: in that case, the learner will react strongly against the statement, "I feel in role-playing I can really express myself."

Special attention will be paid at the Pilot II stage to 'inhibitions' at the various levels of the 'language ego', this being the theoretical core of 'filter' factors.

It is to be hoped that the above illustration of the principles of testing can make the central theoretical ideas more concrete. The contents of the statements given as

examples of these theoretical aspects are also meant to reflect the world of school FL learning: content validity has to be assessed in both directions, theory and practice. In Chapter 4, some recent research findings are discussed in the light of Chapters 2 and 3.

4. EMPIRICAL SCRUTINY

As was outlined in the Introduction, the general strategy in this report is (1) to give a general background based on previous research, (2) to analyze the relevant concepts, giving them a tentative concrete form, (3) turning back to data from 'Pilot Stage I', to analyze what support for various hypotheses can be found in a number of recent small-scale studies in the field of FL teaching, and what new insights concerning 'filter factors' these might offer, so as to (4) form a working hypothesis concerning the filter, to be tested in a Validation Study (to be reported in Report II, together with 'Pilot Stage II').

The discussion follows the organization of topics in Chapter 2. Some studies are reported briefly in an appropriate context, while the rest are just referred to. A list of these studies form a separate part of the list of References. A provisional interpretation of results is made at each point in turn, and at the end of this chapter, a summing-up of the conclusions is given.

4.1. Analysis of some recent data

Motivation. In the 'filter' research project reported here, a select number of motivational parameters are taken into account for general background (see 2.2.1.). A first attempt to gather the previous data, and apply this line of thinking to 'filter' study was conducted by the present author with a seminar group as practising researchers (the idea of measuring motivation concisely in this way had been tried in several seminar papers from 1978 onwards). The research group was presented with the following main problems, to be analyzed and tested: (1) Do school FL learning motives

appear in 'lower' and 'higher' forms that can be arranged hierarchically?, (2) In addition to instrumental, integrative, and cognitive learning motives, are there signs of a (relatively) independent communicative motive?, and (3) How do a low self concept, anxiety, ethnocentrism, and other screening factors affect school FL learning? In the study (Makkonen et al. 1985), a sample of 120 ninth-graders aged 16-17, in four schools in Eastern Finland were examined by questionnaire to see what their motivational and other affective factors were, and a select group (N= 20) were looked at more closely to observe their self concept. The motivational clusters familiar from earlier research (Laine 1978) appeared. In terms of the measures used, however, the integrative motive received a higher scoring than the cognitive; the instrumental motive was the weakest. Some observations were made concerning the strength of single items, eventually suggesting a hierarchy, but in the final analysis, the resources and the measuring instrument did not allow further elaboration. In fact, the general finding that the motivational structure in this sample was very much like that identified by Laine (1978) in a larger study was the main result concerning motivation. Still, there were interesting signs of a 'communicative' motive, found in integratively motivated 'good' students, strongly connected with non-ethnocentrism. It is a matter of further research, but also of theoretical discussion, to decide whether a separate 'communicative motive' exists (cf. Apelt 1981), or whether is is to be included as an element in the 'integrative' and 'cognitive' motives. (The present author is inclined to take the latter position.)

The findings concerning self concepts made in this study are discussed at a later point (see The self concept below). Yet some connections with motivation may be noted here: Instrumental motivation and ethnocentrism correlated with weak self concepts, while cognitive motivation was connected with strong self concepts (op.cit., 23). A crude form of instrumental motivation correlated with students' (situational) anxiety (op.cit., 22). These findings lead to some

tentative conclusions: The fact that the more 'highly developed' forms of motivation and of self concepts are connected may be a sign of their parallel growth tendencies (cf. Maslow). Secondly, for an anxious student instrumental orientation is obviously the only possibility, other avenues being 'blocked'. Thirdly, instrumental orientation here seemed to show hierarchical variation, the crudest forms being operative in the lowest cases of self concept.

There are some further findings of interest concerning motivational orientation. Studying basic and secondary school students' (N= 76) motivation to learn French in optional and so-called 'short' courses, Moisander et al. (1983) found that many learners were instrumentally motivated, but also interested in the country (TC) and people (TG). Also, instrumental orientation was connected with willingness to continue studies of TL/French (op.cit., 13-15). This is a further indication that instrumental orientation can lead to successful TL learning (cf. Laine 1978, 94-96). On the other hand, anything that is experienced as pressure seems to promote instrumental orientation. Thus in a study of basic (comprehensive) school 8th graders', aged 15-16, motivation to study a third, and optional, FL (French, German, Russian, N= 74), Hirvonen et al. (1983) found that (crude) instrumental orientation increased, but interest in FLs (cognitive orientation) decreased as a function of parental exhortation. The same phenomenon was detected by Laine 1978; it also appeared in the study by Makkonen et al., and appears to be a stable feature concerning school FL learning.

Parents, then, in trying to urge their children, often act negatively as 'significant others'. Quite interestingly, advice from relatives may correlate with cognitive orientation, and advice from siblings with positive instrumental orientation (Hirvonen et al. 1983, 11). Most students think their study of an optional FL rests on independent choice. Attending an optional course is often connected with general openness (non-ethnocentrism) and some specific cultural

interests (op.cit., 8). Such findings can serve as hints in attempting to influence motivational orientation.

A further indication of how obligatory routine tends to promote instrumental orientation appeared in a study of upper grades of day-school as compared with evening classes where students are more mature, and take the courses on the basis of personal choice (Antikainen et al. 1985, N= 40). Even though day-school students are also supposed to learn 'autonomously', their orientation seemed to approach the 'zero motivation' detected by Mueller et al. (1970) more often than under conditions where personal commitment prevails.

Summing up concerning affective elements in motivational orientation, it may be proposed that anything experinced by the learner as 'obligation' or 'pressure' tends to lead to some crude form of instrumental orientation, even to 'zero motivation'; this, allegedly, results from some 'screening' affective reactions. (The same is seen very clearly in the case of anxious and ethnocentric students, see below). (2) Instrumental orientation can also promote successful FL learning: it is essential to distinguish between various forms and combinations of this type of motivation. (3) Cognitive/intrinsic motivation is promoted by the student's general openness and personal commitment. In the light of general theory, these conclusions stand to reason; the findings discussed can give some insights into how these principles materialize in the case of school FL learning and its specific instances.

Personality traits. As was stated earlier, ethnocentrism, authoritarianism, trait anxiety, and anomie (alienation) are conceived of as generalized attitudes, quite stable parts of personality which make the learner unwilling to take in information, especially concerning other people. Most findings in the small-scale studies discussed here concern ethnocentrism and anxiety.

Ethnocentrism does not necessarily show up directly in school grades (Makkonen et al. 1985). Its influence is largely indirect (Laine 1978). Typical of ethnocentric students is that in the FL class they avoid exercises aiming at language use. Non-ethnocentric students, again, wish to communicate in TL; this might develop into a 'communication motive' in its own right. Openness and positive attitudes toward outgroups stand in negative correlation to 'filter' factors. (Makkonen et al. 1985) Attitudes like this may lead to the choice of an optional FL, while the more ethnocentric students may need 'lures' such as an interesting-looking textbook (Hirvonen et al. 1983). Non-ethnocentric students are likely to choose the longest TL course offered (Aho-Pirnes et al. 1986), and they are willing, or plan, to continue their studies of TL after the obligatory course, even if they do not continue school in the upper grades of secondary school (Makkonen et al. 1985). (Here, it is to be noted that these students are often among the ablest 'academically'.)

Authoritarianism does not easily show in small-scale studies as a 'filter' factor (Makkonen et al., and others). Still, its influence as part of the 'ethnocentric syndrome' was established in larger research (Laine 1977, 1978); like ethnocentrism, it acts as a curb on the learning motives. With general theories in mind, it seems feasible to stick to the concept in 'filter' research, and develop more specific and adequate scales to measure it than those used in several small studies discussed here.

Anomie is actually to be regarded as part of the 'ethnocentric syndrome'. In the form measured previously, its influence on school FL learning seems quite weak (Laine 1978). Therefore, in most small-scale studies considered here, it was simply left out of the number of affective factors: there are no observations worthy of mention. For reasons emerging from Schumann (1974) and Stevick (1976), and due to general theoretical considerations, it seems reasonable to include the construct into the list of affective

'filter' factors, and develop adequate scales to measure it (see 3.2.4. above).

Anxiety. In a discussion of anxiety, it has to be noted that persons high on trait anxiety typically also score high on situational school anxiety (Spielberger 1972). Further, general situational 'academic' anxiety and situational TL class anxiety often seem to appear in an equally strong form (Aitola 1986; cf. Laine 1978). Thus in many cases various forms of anxiety seem to form something of a continuum, although cases limited to the TL classroom/learning context will appear. Accordingly, signs of anxiety encountered in the TL class often touch upon trait anxiety.

Research findings help to distinguish some critical features of situational TL class anxiety rather than throw light on trait anxiety. Thus, it seems to affect learning linearly (Laine 1978, Aitola 1986), whereas the 'right amount' of general anxiety can affect results in a task positively (Atkinson 1964, etc.; cf. 'stage fright'). In the TL learning setting, anxiety seems to develop a generalized form: typically, it is not limited to speaking only, for example, but it appears in writing or any other TL specific activity as well (Aitola 1986). Also, studying the students' views of the 'good FL teacher', Forsman et al. (1983) found that 20% of the students (N= 95) felt 'nervous' and not 'at home' in the FL class, which obviously signifies a generalized attitude. Further, apprehensive attitudes toward the FL teacher tend to generalize: anxious FL learners typically find that the teacher places too high demands upon them, and that his speech is hard to understand (Aitola 1986). Yet feedback from the teachers seems largely to be positive in character: they correct errors tactfully (Connal et al. 1985), and error correction does not seem to cause anxiety (Aitola 1986). Thus it may well be that the FL teacher as a 'significant other' in the learning situation may arouse the learner's anxiety, this often being a subjective experience rather than a fact.

Another significant cause of TL situational anxiety, in the students' own estimation, is badly done homework (Aitola 1986, 87). Here we have a typically vicious circle where low motivation seems to be the keyword.

Many learners seem to learn to cope with FL situational anxiety. Studying FL learners' self concepts, Leinonen et al. (1985; N= 60, mainly young adults) found that learners of English, although they felt insecure when speaking TL in class, still liked it as a subject to be learnt, and even felt easy in the TL class. Also, a number of adolescent learners reported that they were not discouraged by failure in the FL class, but practised more after failure (Antikainen et al. 1985).

Summing up, then, the findings suggest that anxiety in the FL learning setting is a generalized attitude, at least to some extent different from trait anxiety. Its origins were not clarified - they may lie in unpleasant learning experiences, and/or the person may be prone to them because of high trait anxiety. Some factors operative in the learning situation - the teacher as a 'significant other', the learner's own bad preparation for the lessons - came up, however. It would seem that in many cases the learner may learn to cope with his TL situational anxiety.

Thus 'trait anxiety' as such was not revealed to any extent in the studies discussed. Most of the observations apply at the 'TL specific' level, and could be discussed under Inhibitions. (Some reference to this is made later.)

As for the 'ethnocentric syndrome', its connections with crude instrumentalism, weak self concept, and unwillingness to use language are clear and significant. For authoritarianism and anomie, a more adequate measuring instrument will have to be developed.

Attitudes. A number of observations concern attitudes to TL related objects, i.e., the TL speaking group (TG), target

culture (TC), and the language itself. Laine (1977) noted that ethnic stereotypes of the two central target groups (Englishmen, Americans; about 85% of all students in Finnish schools take English as their first FL) were very positive. In a study of attitudes among adolescent secondary school students (N= 124), Kaipiainen et al. (1985), using in part the same measuring instrument, had similar findings, namely that stereotypical and general attitudes to these TGs were very positive. Vesterinen (1984) in an unpublished licenciate thesis also found the same among university students of English.

In the case of TL/Swedish, the picture is somewhat unclear. (Swedish is the second national language in Finland, and learnt in schools by all pupils.) In a study of motivation among secondary school students (N= 155, TL/Swedish), Karplund et al. (1983) found, besides positive, even negative attitudes to the TG; Mustila, in a larger unpublished study, found quite positive attitudes. In the first place, the findings concern Swedes as a TG, while the picture concerning TG/ Swedish-speaking Finnish citizens remains to be settled in this sense.

Correspondingly, positive attitudes toward TG/Frenchmen were found by Moisander et al. (1983). Here it was also noted that getting acquainted with representatives of the TG correlated with high TL learning motivation. This finding is repeated in various small-scale studies, and indicates how contacts with the TG are conducive to TL learning motivation.

The connection between openness and non-ethnocentrism on the one hand, and positive attitudes to the TG on the other is a recurring observation (eg., Hirvonen et al. 1983) to be noted in planning 'filter' research.

Summing up, in the variegated Finnish school FL learning scene, the main TGs enjoy popularity, the case of TG/Swedish seems somewhat unsettled, while in the case of optional

languages, the respective TGs may have special attractions affecting the students' choice. The obvious conclusion is that in the case of students who study several FLs, the (affectively-based) motivational background may vary in this regard depending on the TL, i.e., attitudinal and motivational elements like this are language specific.

The learner's notions of target culture may serve as another, often affectively-based, attraction to TL study. For example, among school students (Laine 1977) and university students (Vesterinen 1984) alike, there appears to be a group of admirers of the American way of life; this will undoubtedly contribute to their efforts to learn TL. How largely FL students are aware of such aspects remains an open question. As regards cultural instruction, in an observation study of TL/English teaching (100 lessons, 10 teachers of comprehensive and secondary schools), Joronen et al. (1985) detected quite low activity in the teachers' TC mediation. It would seem that the teachers and trainee teachers were not highly conscious of their function as TC mediators. (Recent methods, emphasizing the affective domain, may neglect this aspect.) Even a review of textbooks makes one suspect a recent loss in this area; still, at least some textbooks (TL/German) seemed adequate in this respect (Huovila et al. 1983). Just as attitudes to TGs are TL specific, so too are attitudes to TC(s); students learning several FLs offer a many-sided object for research. The findings discussed here cannot contribute much to 'filter' research directly, especially compared to the 'original' insights in motivation research (Gardner & Lambert 1972, etc.), but offer some fresh views on this field. The signs of some TCs offering many more attractions than others are clear.

Attitudes to the target language itself, per se, is theoretically and empirically an underdeveloped area. Yet it seems to be the object of interest and intellectual curiosity among most people: it is the present author's contention that this curiosity can become a major supportive force in FL learning motivation. Pleasurable affects connected

with a TL could have their beginnings in pleasurable encounters with it - in the FL class, or outside it. In this framework, some small findings may prove significant as eye-openers. One of these is the observation by Karplund et al. (1983) that learners' notions of the beauty of TL (Swedish) correlated with their interest in learning TL and their grades in it: giving such an experience, then, can lead to the interest, and further, to good learning results. On the other hand, the same notions correlated with listening to songs in TL and meeting TL speakers: this may give ideas as to how to impart such experiences.

Another aspect concerning TL that comes up in several studies is that the number of contacts with TL - and the possibilities to get really interested - often depend on the learner's anxiety or freedom from anxiety. Anxious, nervous students would like to avoid the encounter by having more native language spoken in the TL class (Forsman et al. 1983). Also, the so-called 'slow' student tends to avoid TL contacts (Aho-Pirnes et al. 1986). Still, the majority of students would like to speak more TL, and have more of it spoken in class (Aitola 1986, 88). Understandably, such wishes are most typically presented by able students (Aho-Pirnes et al. 1986); still, it is feasible to think that also the anxious and/or slow learner has a latent wish to this effect. The problem is closely connected with the 'specific' and 'task' levels of 'Inhibitions'.

Attitudes to the TL course and teaching methods, as essential parts of TL class proceedings, can seriously affect the learner's 'short term motivation' (Laine 1978); negative affects connected with these can become the main cause of a 'mental block' against TL learning (Laine 1986b).

Judging by learners' stereotypical attitudes to the TL course, they mostly appreciate it, characterizing it by means of attributes like 'useful', 'informative', 'important', 'valuable', 'educational', and 'good' (Laine 1977). Most of these have cognitive and evaluative force; the first

attribute with a clearly affective denotation was found at eighth place, 'acceptable'. It would seem that the cognitive-evaluative appreciation remains even though affective attitudes are on the wane following the enthusiasm of the first one or two years of FL study (Laine 1974; Hangasjärvi et al. 1976, etc.). Thus affective aspects of the course seem to require attention in every respect.

An observation concerning both the course and the instruction is that the speaking skill is valued highly by students (Laine 1976, Forsman et al. 1983, Moisander et al. 1983, Aitola 1986, etc.). As many of the learners' fears and apprehensions also appear here (cf. 'Inhibitions' below), this area is quite central in 'filter' study.

Of all instructional measures, the teacher's direct teaching activity is deemed by students to be the most important (Forsman et al. 1983). What was appreciated in it, was its thorough and logical progress; a brisk tempo (often recommended in FL teaching) was opposed. This observation - which runs counter to certain methodological ideas - was also made by Laine (1976), and came up very clearly in Aitola's (1986) study. Even natural tempo seems to raise some students' anxiety. This, obviously, is another point where learners' FL related anxiety often becomes aroused.

Two instructional measures often resorted to in modern methods were assessed in some studies, viz., the use of music and role-playing. As is to be expected, the former was found to have a relaxing effect; however, students in suggestopedic-type instruction gave some contradictory responses as to the total influence of 'suggestopedic' measures, possibly indicating that students' attitudes to methods depend largely on the variety of 'method' offered. (Leinonen et al. 1985) As for role-playing, an interesting feature emerged: role-playing was found more pleasant by the 'medium stream' students than by students in the 'extensive' high stream (Aho-Pirnes et al. 1986). This may be a sign of the critical self of the high-aspiring long course

students exerting its influence when it comes to 'self-expression'.

Of all the factors operative in the school FL learning situation, the FL teacher is the most fundamental. The teacher's personality in general was considered important in several small-scale studies. In these, essential characteristics of a good FL teacher, in the students' opinion, were (1) being positive, secure, acceptant, encouraging (Partanen et al. 1985, Kauppinen 1983, Forsman et al. 1983, Hirvonen et al. 1983, Moisander et al. 1983; Aitola 1986); (2) professional skill (Partanen et al., Forsman et al., Hirvonen et al.); calmness and patience (Partanen et al.); being fair and just (Partanen et al.); having a good sense of humour (Partanen et al.). Laine's study (1977) revealed that Finnish ninth-graders' stereotypical attitudes toward the object 'My English teacher' consisted of highly praising attributes, namely 'reliable', 'industrious', 'dependable', 'competent', 'intelligent', 'friendly', 'helping', 'good', 'interested', and 'polite'. This looks like a very idealized picture, but as stereotypes go, it reflects a consensus about these attributes, and contains cognitions, affective elements, and beliefs (see e.g. Gardner et al. 1970). It is a positive background, then, against which certain phenomena are to be evaluated. In keeping with the general picture, it was found in one study that three out of four upper grade FL learners (N= 52) considered their FL teacher to be encouraging (Moisander et al. 1983); yet in another study, FL students in general wished to have more encouragement from the teacher; no significant differences were found between 'high' and 'low' level anxiety groups (Aitola 1986). Encouragement, evidently, is a thing learners cannot have too much of. This observation receives additional significance from data showing that feelings are not expressed frequently in Finnish school classes (or schools elsewhere, as e.g. Flanders has noted). This also came up in a small observation study of FL classes (Kämäräinen et al. 1985).

Some findings seem to indicate that it is the 'average' student in the 'medium' course rather than the above or

below average type who appreciates the FL teacher's significance most (Kauppinen 1983, Aho-Pirnes et al. 1986). The reason for the 'below average' student not feeling so dependent on the teacher is not clear here; what was noted was that these students were quite content in their own group in streamed classes. Most observations come from heterogeneous unstreamed classes. Here we find that students who feel that the FL teacher is dissatisfied with them, are often poor learners; the teacher's gestures, attitudes, etc. are seen as negative, and increase the (slow) learner's negative attitudes (Makkonen et al. 1985). It is the highly anxious students - many of them 'slow' FL learners - who feel that the teacher places 'too high demands' on them; they also tend to experience their teacher as sarcastic (Aitola 1986). The students in general wish that the FL teacher would not 'press' the slow learners (Partanen et al. 1985). Thus there seems to prevail a common phenomenon, the slow/anxious FL learner's subjective, affective experiences of the FL teacher as an agent in the arousal of the 'filter'.

Summing up, then, what seems to be expected of the FL teacher as one of the very first things is encouragement in various forms, empathy, professional competence, and an ability to create a safe and secure classroom atmosphere. On the other hand, his/her influence as a 'filter-raising agent' among certain students has to be paid special attention to.

Some notes concerning school learner's general learning attitudes, and the relation of these to FL, and more specifically, to TL learning attitudes, seem necessary in this context. As for instance Werdelin (1968, 117) complains, "attitudes toward a certain subject /are treated by researchers/ as a unitary phenomenon". This lack of a general view leads to patches of information "dealing with a variety of aspects". Werdelin discovered a remarkable parallellism between general and subject-related attitudes among American ninth-graders (N= 316, 'mathematics vs. school work') and

Swedish seventh- graders (N= 405, 'L1/Swedish vs. school work'), as several factors cut through the whole domain. Laine (1974, 1976) revealed the same state of things, namely, that students' attitudes at various grade levels (N= 248) toward school learning in general and FL learning in general ran quite parallel. The most important common factor ("common to at least several subjects") found by Werdelin was one measuring emotional reaction to school work", namely "anxiety, fear, or depression with school work"(p. 123).

Subject-related factors, however, also exist. In Werdelin's words, "there is a factor which measures preference for each individual subject and attitudes towards this" (p. 127). In the case of foreign languages such a factor may come to the fore even more strongly than in the case of mathematics or the mother tongue. In Laine's study, the parallellism with the general levels was still quite considerable; the main thing that was a source of differences were attitudes towards (the practising of) oral communication. The students' attitudes to different FLs varied considerably due to instrumental reasons; notions of pleasurableness did not vary significantly.

To be noted is also the principle, 'the more specific the attitude, the stronger is its influence' (see Laine 1976; Brown 1981). Speaking of learning attitudes (or, inhibitions), the influence is shown directly or indirectly in the learning results.

As it is a well-known fact that interest in school FL study tends to weaken drastically after the first few years, it is important to point out that a latent interest in FLs, and the intensity of specific TL level learning attitudes seem to remain approximately the same throughout school (Laine 1976). Also, the same factorial structure applies to boys and girls (Werdelin 1968), although girls tend to have more positive attitudes, to be more highly motivated, etc. (Laine 1976, 1977).

It is to be noted also that students' attitudes to school work, to their teachers, and to their classmates form different factors (Werdelin 1968). Thus FL teachers, and classmates, as 'significant others' in the FL learning situation seem real and verifiable phenomena.

To sum up, there is a remarkable parallellism between general school learning attitudes and FL learning attitudes, and there is a latent interest in foreign languages which remains stable throughout the school, even across the sexes. Anxiety in school tends to run through the whole school too, at least through several subjects. TL specific factors also exist, often culminating in attitudes toward oral communication. Affective factors seem essential here.

The self concept and inhibitions. Much of the information gained so far concerning the self concept and its function in FL learning is tentative, holistic, and undifferentiated. In the study by Makkonen et al. (1985), which was the first real attempt in this direction directed by the present author, self concepts were measured mainly for their actual/cognized aspects, with some elements of self-esteem. (The 'ideal' self concept was actually included, but not discussed in the results.) Anxiety and and the learner's unpleasant feelings (inhibitions) were noted appropriately, but measurement of inhibitions was very tentative, and results, accordingly, meagre. Students with strong self concepts in this study were characterized by cognitive motivation, willingness to use TL in class, and freedom from anxiety and ethnocentrism. Students with weak self concepts, again, were characterized by instrumental motivation, anxiety, communication avoidance, and low TL achievement. They also considered their classmates better learners than themselves, felt inferior to them, and were afraid of others laughing at them, i.e., they showed all the 'classical' symptoms.

It was the poorer students in this study who felt that the teacher was not satisfied with them (cf. Aitola, above). This feeling also correlated significantly with their dislike

of TL lessons. The probability of a subjective feeling on this count was discussed above.

Quite interestingly, a whole 71% of the students in this study reported that they considered their school grade in TL/English too high as compared with their real abilities. This is most probably a sign of the generous allotment of grades in the basic, or comprehensive, school. At any rate, grades experienced as too low obviously could not depress very many self concepts. To be noted here is that students with low TL achievements very often think that they have the ability to achieve higher (Laine 1978): utter hopelessness does not seem too common.

In the next study, three streamed school classes (TL/English, N= 42) were taken to measure the components of their self concept at different levels (Aho-Pirnes et al. 1986). This study, then, aimed at measuring this concept in terms of the framework presented in this report (and in Laine 1986b, 1986c). The well-projected enterprise did not quite reach its goal due to failure of resources, but some interesting insights were gained.

Streaming into 'short', 'medium', and 'long' courses is a rough indicator of FL aptitude, the short course students representing, by and large, the poorest, and the long course students the ablest FL learners. Some findings concerning these groups have come to light. It was the 'mediums' who had the highest 'global' and 'specific' self concepts, the 'longs' surpassing them in their self-ratings at the 'task' level only: it would seem that the latter were too shy, or critical, to give higher ratings of themselves at the 'specific' level where they rated their overall TL knowledge very modestly. The 'shorts' were the lowest on these counts. An interesting item concerning the 'shorts' was that they were the least anxious and the most confident in speaking TL (!) in their own small group (N= 10). The measures of inhibitions, however, gave them the highest readings, i.e., they obviously were not totally relaxed,

but had some latent apprehensions. The 'mediums', again, were the least inhibited and felt freest to act in the TL class; yet, their anxiety reading was the highest. To understand this, one should perhaps take into account that their score for the 'ideal' self was the highest, while actual skills were estimated realistically (as they were in all groups). The high anxiety score might be a reflection of this discrepancy.

The 'long' course students offered an interesting picture. Of the three groups, they were the most nervous when they had to speak in the TL class; they were most afraid of making mistakes; they were most afraid that others might laugh; they felt least confident in speaking TL/English. All of this they did in spite of the fact that they rated their own skills at various tasks highest of the three groups (and, obviously, rightly so). It is as if their 'critical' selves were rather too critical. Also, it is possible that competition in a group with 'good pupils only' was more of a strain than competition in more heterogeneous groups usually is.

It should be added that the 'shorts' in this study did not feel the tempo of teaching to be too high at all, while in heterogeneous classes this was one of the main complaints (Aitola 1986). Here, then, the 'shorts' profited vis-a-vis essential 'filter' issues, while the 'longs' apparently suffered. (In heterogeneous classes, however, the tempo of instruction is too slow for able students. Aitola 1986)

One more small-scale study concerning self concepts is discussed here. Working within the theoretical framework as here presented, Kankaansyrjä et al. (1986) made an in-depth thematic interview of two ninth-grade FL learners (TL/English). These were cases where the students had all the capability and every opportunity to learn well, but did not make use of their abilities. Their attitudes were, generally speaking, positive; they were interested in FLs, and wished to speak them; they got on well with their teach-

ers, who treated them nicely. One of the subjects (female) told the interviewer that she felt shy and embarrassed when she was supposed to answer a question and others looked at her; she was especially shy of good TL speakers in the class who had been staying in Britain or the USA. The other subject (male) was not afraid of making mistakes, but only answered in class if the question was put directly to him and he was 100% sure of the correctness of the answer. He could not give any reasons why he never volunteered an answer; the interviewer found him generally retiring. The interviewers found that the weak self concepts of these two subjects prevented them from participating even satisfactorily in the TL lessons; this, again, affected their teachers' evaluation of their TL skills.

It would seem that one of the subjects (female) can be treated as a case of shyness and communication apprehension where the presence of superior TL speakers was the last straw. The other subject (male) possibly had a very high 'critical' self which made him passive in the TL lesson. A general inclination to withdraw and low appreciation of school obviously contributed, but where was the starting point of this vicious circle? This 'vicious circle' phenomenon and the influence of classmates who are 'too good' for the rest (a negative case of 'significant others') are possibly the most interesting features that were reflected here.

To sum up, the 'classical' low/weak self concept FL student, familiar but not incarnate from literature, seems to grow out of these tentative pieces of research. There is realistic hope, then, that the type can be identified in the Validation Study.

Some interesting 'hunches' were played, concerning (1) The 'critical' self operating in the ablest FL learner group, (2) An 'ideal self - cognized self' discrepancy in the average learner group, (3) Conditions where the slow/low SC group can study TL s anxiously, and (4) Teachers and

classmates as 'filter-raising agents'.

As regards inhibitions, research data is very scarce, but the phenomenon seems to be satisfactorily mapped. Measurement here, and as regards SCs in general, needs thorough testing.

4.2. Summary of the results

Motivation. In the (Finnish) school FL learning setting (i.e., in a setting of a unitary educational system with a clear-cut FL programme consisting of a number of languages really 'foreign' to the learner), the FL students' general FL learning motivation reveals itself within a stable framework, where it can be defined in terms of a limited number of motivational factors. Some general trends within this framework are identifiable: (1) The intensity of FL learning motivation is generally high, especially in the first few years of FL study, but tends to be subjected to school routine, and degenerate into 'zero motivation'. A latent interest and willingness seem to remain throughout school. (2) Anything that is experienced as 'strain' or 'pressure' is reflected in a generally depressed motivation; in serious cases of this depression, only a crude form of instrumental motivation seems possible. (3) There are signs of hierarchical organization of FL learning motives along a 'growth' dimension (cf. Point 2 above): this growth appears to go hand in hand with the individual's general mental growth and integration. Negative affective factors may intervene, and seriously hamper this process. (4) Connections between motivation and the 'filter', especially filtering/ non-filtering elements in the self concept, are many and obvious (see also 'The self concept' below).

Personality traits (generalized attitudes related to FL learning). Among the relevant traits, (1) ethnocentrism appears as a powerful (but not always direct) determinant of 'screening' or 'filtering'. Its remaining inconspicuous

often seems to be due to inadequate research procedures. (2) Authoritarianism tends to remain even more inconspicuous in small-scale research, but seems to contribute systematically to the 'ethnocentric syndrome'. (3) Anxiety is a very central general level emotional hindrance. It seems to affect one group of learners seriously, being connected with low achievement and weak self concepts. Trait anxiety and situational (state) anxiety are clearly correlated. In the school setting, 'state' anxiety tends to generalize across the board subject-wise, or run across several subjects (in which case it is very close to 'trait' anxiety). The development and control of anxiety loom large and problematic on our study-horizon. (4) Anomie as a personality trait seems to stand in relation to various feelings of alienation encountered in FL learning which is similar/equivalent to that found between 'trait' and 'state' anxiety. In both cases, the focus of research interest is on the situational side, where relevant research is opening new fields.

Attitudes. Regarding TL related attitudes, the following general remarks can be made: In an educational setting like Finland's, attitudes to various target language groups is generally positive. Especially, this is true of the main FL/English; optional FLs seem to have their special, often TG related attractions for their students. The same is true of target cultures, although this area seems meagrely exploited in teaching. From the point of view of the target language itself, research seems to offer many hints for successful teaching. Among these, the learners' affects concerning the 'beauty' of TL, its pronunciation and idiomatic use, and making the study of TL per se a rewarding experience seem the most interesting.

As regards attitudes related to the FL learning situation, the learners' attitudes toward the TL course seem at heart very positive. They are obviously weighted cognitively; it is possible that the course's eventual failure to arouse lasting positive attitudes signifies its failure to provide affective incentives. Instrumentally oriented students

especially might profit from such prompts. Regarding attitudes toward teaching methods, what stands out is the students' appreciation of the teacher's direct activity: steady, thorough, logical procedure in the lessons. Some popular classroom procedures (role-playing) seem to arouse ambivalent feelings in Finnish school students. A connection with the self concept is possible here. The students' learning preferences correlate with their self concepts, students with low SCs preferring abundant use of L1, those with high SCs supporting communicative techniques and TL use. Attitudes toward the FL teacher are at heart very positive. His professional skills may be seen as a prerequisite; what is expected of him/her especially is encouragement, acceptance, and empathy, obviously as a guarantee of security in the FL class. Several findings concern certain (low SC) students' experiences of the FL teacher as a 'filter-raising agent'.

General school learning attitudes and FL learning attitudes show a significant degree of general parallellism. A generalization tendency is notable in the affective domain, especially concerning anxiety. Indifference toward school work seems a common sign of 'institutionalization', leading to 'zero motivation'.

Relatively independent subject specific attitudes also exist. TL specific attitudes, in some cases, seem to be exceptionally strong (positive or negative). Within TL specific attitudes, attitudes toward TL use, especially speaking, form a critical area. To be noted is the recurring principle, 'the more specific the attitude, the more strongly and directly it affects learning behaviour and its results'.

The self concept and inhibitions. On the basis of preliminary observations, the construct as delineated in this project seems identifiable, and the subconcepts valid and useful in 'filter' research. Most observations have been made using instruments with a FL specific content, so that the conclusions may be adjudged to concern the learners' 'language

ego'. Weak/low self concepts correlated with low achievement, anxiety and (crude) instrumental orientation, high SCs with openness and cognitive orientation. There are signs that the 'critical self' may be a special curb of the ablest students (especially in competitive contexts); the discrepancy between 'actual' and 'ideal' selves may be characteristic of the 'average' learner; cognized, actual notions of self, on the whole, seem realistic in all student groups. Inhibitions seem characteristic of low achievers; in proper contexts, however, inhibitions may assume a latent form. Far too little is known about this important area.

Some interesting observations in respect of parents/relatives /friends, classmates, and the FL teacher as 'significant others' causing 'filtering' were made. Information on this issue is significant in SC and 'filter' research, and must be furthered.

All in all, the above summary is to be seen as a tentative and evaluative attempt to condense and distil the results of recent small-scale studies, and set those results within the framework of general theory and previous, more extensive research. Principally, those results will be used to form working hypotheses for the validation research.

5. HYPOTHESIS FORMATION

In this chapter, the present notions and research findings will crystallize to give a number of basic positions, problem areas, and tentative hypotheses. The problems to be tackled in the Validation Study, and the hypotheses proper, will follow naturally from this. A developmental testing phase will be needed preparatory to the final assault upon the problem area.

The filter is here seen as an affectively based psychological construct, which makes the learner either screen or readily accept incoming TL information. It operates both consciously and unconsciously. Within limits, it is assumed to be controllable through emotive-acceptive treatment and conscious analysis.

An abstract construct has to be operationalized, so as to make possible its empirical study, and practical exploitation. On the basis of what has been noted about filtering factors in the formal FL learning context, and within a certain general motivational framework (Laine 1986a, 1986b, 1986c), the following 'general filter hypothesis' is set out.

In the formal FL learning context, the following groups of affective factors hindering, or promoting, the intake of FL data are operative, affecting learning significantly:

1. Certain affective motivational elements.
2. Certain personality traits, or generalized attitudes.
3. Attitudes toward TL related objects.
4. Attitudes toward objects in the learning situation.
5. Attitudes toward self (the self concept and inhibitions).

The construct consisting of these components is to be called the FL learner's filter.

Motivational and attitudinal propositions. Concerning general school learning motivation, it is to be hypothetized that it shows but moderate intensity, a large number of students (50% ?) having degenerated to a 'zero' level. The alleged main reason is to be found in the affective components of general school learning attitudes. This reduction, naturally, also affects students' general FL learning motivation.

The students' general FL learning motivation, supposedly, does not differ essentially from their general school learning motivation. Deviations in either direction are largely due to affective elements in the motivational factors. The effect is shown in the strength of motivation (motivational intensity).

Affective strain caused by anxiety and the 'ethnocentric syndrome' will result in a low and elementary form of motivation (crude instrumental orientation). Freedom from affective strain (non-anxiety, non-ethnocentrism, and openness), again, is conducive to integrative and cognitive orientations. Genuine (affectively based) interest in TL (learning) is conducive to cognitive orientation and growth motivation.

The hypotheses above concern the students' long-term motivation. General level affective factors here are posited as causing a general level screening of, or boosting to, FL intake.

Of the relevant groups of attitudes, positive/negative attitudes toward TL related objects (the target language group, target culture, that target language itself) are hypothetized to enhance, or else detract from, the students' long term FL learning motivation. Examples of this are: Negative attitudes to TG will be reflected in low instrumentalism; indifference toward TG/TC, in 'indifferent' orientation towards school learning; positive attitudes to TL, in cognitive orientation.

Positive/negative attitudes toward situation related objects (the TL course, methods, and teacher) will be reflected, in the first place, in the students' short term FL learning motivation. Examples: If the TL course does not offer sufficient incentives of an affective nature, the ensuing lack of interest will lead to significant 'screening' effects; methods considered naive/dull will have the same effect. As for negative attitudes toward the TL teacher - which may be accounted for by the student's low self-esteem - these, allegedly, may cause a total 'mental block' for some learners.

Propositions concerning the self concept. The self concept is hypothetized to comprise the real/actual/cognized self, the ideal self, and self-esteem, as its central and identifiable components; further is posited the subsuming of inhibitions as an integral part and the 'reverse side' of the construct. Hierarchical levels of the concept are assumed to appear. In the FL learning context, the relevant features of the self concept are accentuated: this 'language ego' is defined by means of the same set of terms.

The self concept correlates with several motivational aspects. It is hypothetized that there is a causal relation here, low self concepts, e.g., causing decreases in motivation. (Concerning this, some hypotheses were presented above.)

Self-esteem, which is supposed largely to result from the interplay between the actual and ideal selves, is posited to be affective in character, and to form the core of the affective filter.

Inhibitions are traced back to various unpleasant feelings at the TL task level, which have a tendency to be generalized and become serious obstacles in the way of goal-directed behaviour. The generalized forms are assumed to appear as anxiety and feelings of alienation. It is also assumed that the learner can be/become aware of these feelings, and that their origins may be disclosed, so that copin

mechanisms can be developed.

In the development of self concepts, the learner's family and friends, his classmates, and his FL teacher are seen as 'significant others', whose influence, eventually, can be mobilized.

A number of more detailed hypotheses concerning the formation and influence of the self concept and inhibitions in FL learning will be set in the course of 'Pilot Stage II' experimentation. The final formulation and selection of hypotheses to be tested in the Validation Study (Report II) will also take place at this stage of research.

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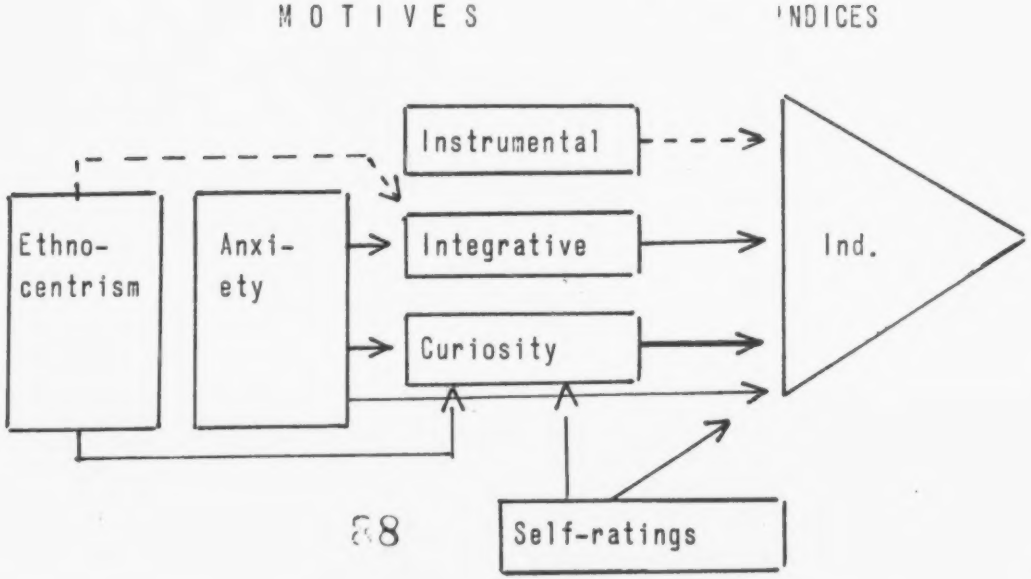
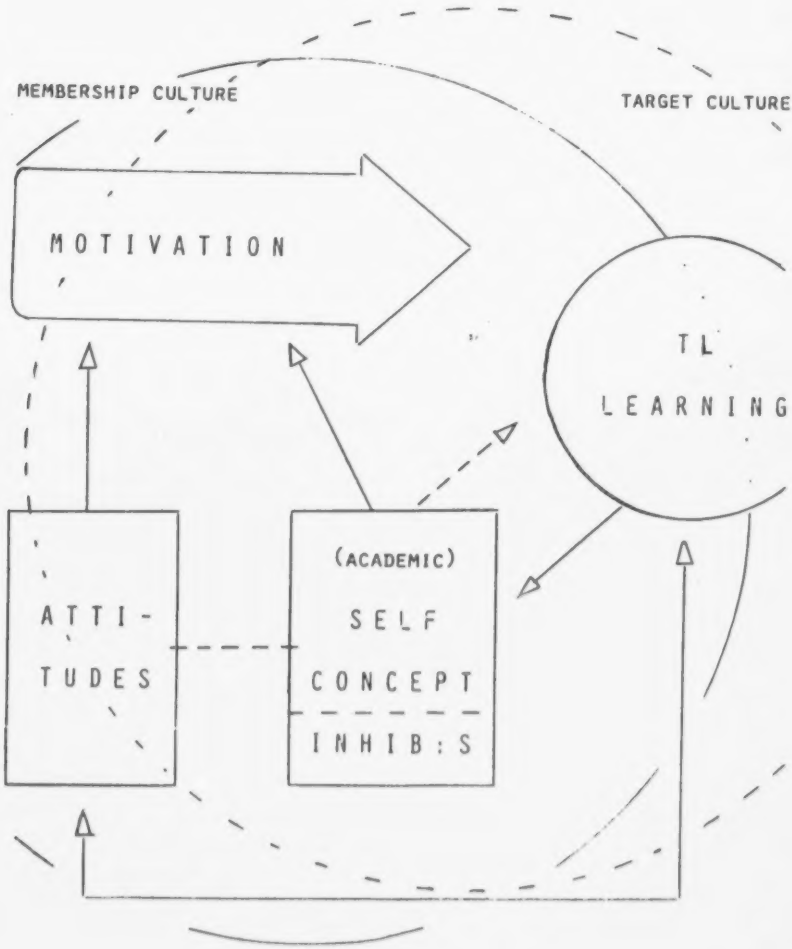
APPENDIX 1. Inner structure of motivation



APPENDIX 2. THE FILTER FRAMEWORK

A map of filter factors



APPENDIX 3. THE SELF CONCEPT MODEL

3a. Components and levels of the self concept

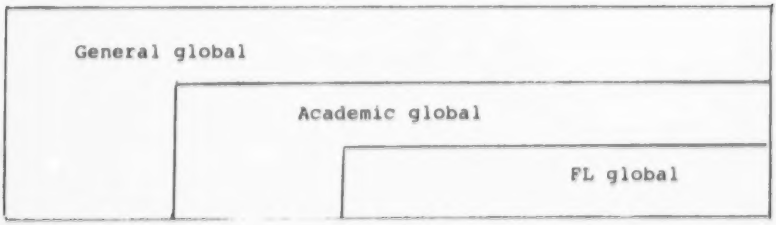
COMPONENTS

LEVELS	Ideal	Actual	Self-esteem	Inhibitions
Global				
Specific				
Task				

3b. The language ego

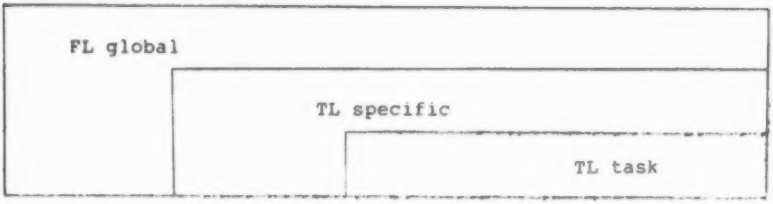
Putting the language ego into perspective

Levels of analysis



Focussing on the language ego

Levels of analysis



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